2002 BC UNIVERSITY BACCALAUREATE GRADUATE SURVEY

THE CLASS OF 2000
TWO YEARS AFTER GRADUATION

REPORT OF FINDINGS

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2002 BC UNIVERSITY BACCALAUREATE GRADUATE SURVEY

REPORT OF FINDINGS

THE CLASS OF 2000
TWO YEARS AFTER GRADUATION

Prepared for
The University Presidents' Council
of British Columbia

by

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Executive Summary

The educational, social, and economic merits of a baccalaureate education are well supported in academic research. However, ongoing evaluation is necessary to ensure that our universities are providing students with knowledge and skills relevant to the workplace and to their lives beyond university. Evaluative data also provides essential information on bottlenecks in the labour market and supply and demand issues that can assist universities in their efforts to maintain high quality and relevant programs. This information can also assist prospective students, their parents, and secondary school and college advisors as they try to find the right "fit" between prospective students' academic strengths and interests, a wide range of post-secondary options, and the specific jobs to which their degrees may lead.

Since 1995, the outcomes for BC's university graduates have been tracked both two years and five years after their degree completion. In 2002, The University of British Columbia (UBC), the University of Northern British Columbia (UNBC), Royal Roads University (RRU), Simon Fraser University (SFU), and the University of Victoria (UVIC), along with the University Presidents' Council and the BC Ministry of Advanced Education, partnered to survey their 2000 graduates two years after they had completed their bachelors degrees. Conducted by telephone, the survey questions focused on overall academic experience, further education beyond graduation, funding and debt load, and graduates' labour market experience (eg., characteristics of employment, occupational type, and employment income). In addition to an overall analysis, the data was also examined by university and program area to provide a more detailed perspective of our graduates' experience. The report also included a closer examination of the outcomes for Aboriginal graduates and graduates with disabilities.

The data highlighted some interesting demographic characteristics for the 2000 cohort. As expected based on institution size, almost half the survey participants were UBC graduates, with approximately one-quarter from each of SFU and UVIC. Representation from UNBC and RRU was minimal. Very few program areas exhibited gender balance, with only four of the 13 program areas having less than a 15 percentage point difference between male and female graduates. The mean age of respondents was 28.9 at the time of the survey, although the UBC graduates were somewhat younger than their counterparts. Those programs which required prior university-level studies as a basis for admission, such as Law and Education, had "older" graduates. By a substantial margin, the greatest percentage of graduates had completed degrees in the Social Sciences (27.0%), followed by Education (14.0%) and the Humanities (11.7%).

Almost all graduates indicated that they were "satisfied" or "very satisfied" with their university education (95.6%), although the larger their university, the lower the percentage who indicated that they were "very satisfied." The open-ended comments participants provided highlighted the effect of class size and student-faculty relationships on overall satisfaction. Similarly, 95.5% of

graduates rated the quality of instruction they had received as "good" or "very good, a favourable assessment reflected across program areas. Despite the overwhelmingly endorsement, only 76.3% indicated that they would select the same academic program again. For those graduates who would not select the same program again, the primary reason given was a lack of career opportunities/inability to find a job (22.2% of responses). Very few spoke of reasons related to teaching or academic curricula. The results also varied widely across program areas. For example, only 2.2% of the reasons cited by Health Professions graduates related to a lack of career opportunities/inability to find a job, compared to 36.0% for the Natural Resources graduates.

The survey results indicated that over one-third of graduates took longer to complete their degrees than they had originally expected. There were many reasons given for this extended time frame, including (but not limited to) involvement in co-operative education (12.4%), having to work/financial reasons (10.9%), and a change in their academic program (9.0%). This range reflected the wide array of choices and circumstances affecting student lives, with no single reason having adversely affected a large majority of graduates.

As part of the survey, graduates were asked to reflect on the skills they had developed as a result of their baccalaureate experience. Those most developed were their ability to resolve issues or problems (89.6% rated as "high" or "very high") and to learn on their own (89.2%). Verbal expression and teamwork skills were also highly rated (82.5% and 85.8% respectively). At the other end of the spectrum, the development of mathematical and computer skills were rated highly by only half the respondents. When asked to rate the usefulness of the knowledge, skills and abilities obtained from their university program in their current work, 88.1% stated that it was "somewhat" or "very useful." Slightly less felt that these skills were useful in their day-to-day life (84.2%).

Fewer than half the graduates (45.3%) had participated in paid or unpaid work experience, the UVIC graduates to the greatest extent (55.4%) and RRU graduates to the least extent (26.4%). The range by program area was large, from a high of 80.4% for Health Professions graduates to a low of 22.4% for Humanities graduates. Many of the open-ended comments reflected the high value graduates place on experiential learning, not only for the benefit of helping them pay for their education, but also for the skills they developed as a result.

The 2002 survey gave special focus to the means and effectiveness of written and verbal communications skills development in baccalaureate programs. The results showed that most graduates agreed that their university education had included frequent writing assignments (87.6%); however, there was great variety in what those writing assignments entailed. Once again, many of the open-ended comments reflected a general consensus among graduates on the importance of written and verbal communication skills to their work lives beyond university.

Approximately 80% of graduates had taken some form of further education in the two years since completing their bachelor's degree, of whom 40.2% were enrolled at the time of the survey. A comparison of these results with those from the 2001 survey of

1996 graduates suggested that participation in further education will likely increase for this cohort over time.

Students' ability to finance their education, and the amount of debt they incur as a result, can have a profound impact on their university experience. For the 2000 cohort, student loans, employment, and family/friends were almost equally utilized as their primary funding source (approximately one-quarter of the students for each). Only 6.4% had used scholarships or bursaries as their primary funding source. Results varied only slightly between graduates of the different universities, the exception being those from RRU for whom half the students relied primarily on student loans. Overall, 46.8% had incurred some financial debt to pay for their university education, although graduates from UBC and SFU were less likely to have incurred debt. An examination of total debt showed that significantly more UNBC graduates had incurred debt than graduates from the other universities. Finally, the data indicated that the mean student loan debt for those graduates with student loans was $17,891; after two years, the means student loan debt these individuals had left to repay was $12,994.

Perhaps the most interesting results emerged with respect to labour market outcomes. The overall unemployment rates for the year 2000 graduates after two years was 5.8%, 1.9 percentage points lower than the Canadian average of 7.7% (Statistics Canada). The unemployment rate was comparable for graduates from UBC (5.4%), SFU (5.9%), and UVIC (6.2%), but lower for RRU graduates (3.5%) and higher for UNBC graduates (9.2%). As with other outcomes, there was much variation with respect to unemployment by program area, with graduates from many of the professional programs enjoying very low unemployment rates (eg., Health Professions: 0.9% unemployment; Education: 2.3%; Law: 3.8%). For those graduates not-employed, 54.5% were attending school full-time, while only 8.4% mentioned an inability to find work. For the sub-group of not-employed graduates who were actively seeking work at the time of the survey, an inability to find work was the most commonly cited reason (24.8%).

The data showed that almost one-third of the graduates held jobs they felt were not related to their degree program. While this result is consistent across gender and institutional lines (with the exception of RRU graduates, for whom a much lower 17.1% felt their job and academic degree were not related), there was much variation by academic program area. This gap between job and degree was widest for Fine and Performing Arts graduates (40.3% in job not related to degree program) and Social Sciences graduates (45.4%).

To further assess graduates' labour market success, their jobs were categorized within a skill level matrix. Of those graduates who were employed, 63.6% held jobs labelled "professional," followed distantly by "technical, paraprofessional and skilled occupations" (18.8%). There was significant variation by program area, with far fewer graduates from Social Sciences and Fine and Performing Arts in "professional" occupations (42.7% and 45.4% respectively), compared to graduates from Computing Science (89.3%), Education (94.0%), and Law (94.7%). A further analysis of the skill type of graduates' jobs showed that the largest group was in Social Sciences, Education and Government Services

occupations (41.7%).

According to the survey results, the median salary for graduates was $40,500, ranging from a low of less than $30,000 annually for Fine Arts graduates to a high of over $70,000 for Law graduates. The data showed that these university graduates, two years post-graduation, earned 58% more than those with only a high school education, and 41% more than those with only a college education. Consistent with other labour market surveys, these results identified that males earned approximately 15% more than their female counterparts; when differences by discipline were taken into account, this disparity was reduced to approximately 8%.

Finally, the 2002 survey report provided a more detailed analysis of the outcomes for Aboriginal and disabled graduates. These groups were very small within the overall survey group (2.3% self-identified as Aboriginal; 3.3% indicated that they had a long-term physical or mental health condition), representing to some extent the challenges such individuals face in obtaining a post-secondary education. Despite this well-reported fact, the data indicated that BC's Aboriginal graduates felt just as positively about their university experience as their non-Aboriginal peers, with somewhat greater success in the labour market. The data revealed no statistically significant effect on earnings due to Aboriginal status when gender and discipline were controlled.

The disabled graduates felt as satisfied with their university education as their non-disabled peers, though it took almost half the group longer to complete their degrees than originally expected. Furthermore, the unemployment rate for disabled graduates was four percentage points higher than for the overall group (10.8%, compared to 6.7% for all graduates), and permanent unemployment due to illness/disability was the most common reason cited for not working. As with the Aboriginal graduates, those respondents with a disability experienced no statistically significant effect on their earnings when gender and discipline were controlled.

I. Introduction

Since 1915, public higher education in British Columbia has expanded from a single university to a comprehensive system which now includes five universities, five university colleges, 11 colleges, five institutes, and the Open Learning Agency. Indeed, the educational, social and economic value of higher education is generally well supported by both the British Columbia public and an extensive body of research. Nevertheless, ongoing evaluation is required to ensure that our post-secondary institutions are providing students with knowledge and skills relevant to their lives beyond university, particularly in the workplace. Evaluative data also provides fundamental information on problems, bottlenecks in the labour market, supply and demand issues, and educational practices as they relate to students' lives. As well, prospective students can find the process of selecting a post-secondary program challenging, especially as they try to connect their academic interests, a wide range of university programs, and the specific jobs to which their degrees may lead. Outcomes data can serve as a useful tool in helping these students, their parents and secondary school counselors in the decision-making process.

Beginning in 1995, the outcomes for BC's university graduates have been tracked both two years and five years after their degree completion, providing general indicators of accountability to government and the universities, important components in the feedback loop. Part of the British Columbia University Student Outcomes (USO) Project, this ongoing research program obtains student outcomes information on behalf of BC's public universities and the Province of British Columbia.

In 2002, The University of British Columbia, Simon Fraser University, the University of Victoria, the University of Northern British Columbia, and Royal Roads University, together with the University Presidents' Council and the BC Ministry of Advanced Education, partnered in the latest survey of students who graduated in 2000, two years after they had completed their bachelors degrees. The survey was designed to explore participants' assessment of their university experience, including the skills they obtained and the manner in which they funded their education, as well as their post-graduate experience in areas such as further education and the labour market. Over 7,300 graduates

participated in the study, providing extensive data for analysis and discussion. Along with their responses, participants were invited to comment on their university experience, some of which are included in this report. These thoughts provide a level of detail which quantitative data cannot fully offer, along with some direction for improving the university experience.

This report also includes a more detailed discussion of the outcomes for Aboriginal and disabled graduates, two groups who are often marginalized in our society, and concludes with some recommendations for further discussion and research.

II. Survey Population and Response Rates

This report is based upon the feedback of the 2000 BC baccalaureate graduates two years after their degree completion. The survey population included graduates from five BC universities: The University of British Columbia (UBC), The University of Northern British Columbia (UNBC), Royal Roads University (RRU), Simon Fraser University (SFU), and the University of Victoria (UVIC). International students, Medical and Dental students, and those living outside North America were excluded. The 2002 survey cohort consisted of 12,798 graduates, of whom 7,389 responded. This represents a gross response rate of 57.7%. The response rate for those graduates reached was 87.3%, with 1,074 refusing to participate. Furthermore, response rates were relatively equal among the various universities, increasing incrementally the smaller the institution.

Table 1: Survey Population and Response Rates

	Respondents	Cohort	Response Rate
SFU	1,995	3,433	58%
UBC	3,190	5,785	55%
UNBC	293	464	63%
UVIC	1,824	2,980	61%
RRU	87	136	64%
Total	7,389	12,798	58%

III. Demographics

A. Institution

Consistent with institution size and results of past outcomes surveys, almost half of the survey respondents were graduates of UBC (43.2%), with approximately one-quarter from SFU (27.0%) and UVIC (24.7%) respectively. Very few participants were graduates of UNBC (4.0%) or RRU (1.2%).

Table 2: Graduates by BC University

	# of Survey Respondents	% of Survey Respondents
RRU Graduates	87	1.2%
SFU Graduates	1,995	27.0%
UBC Graduates	3,190	43.2%
UNBC Graduates	293	4.0%
UVic Graduates	1,824	24.7%
Overall All Graduates	7,389	100.0%

B. Gender

Significantly more females participated in the study (60.9%, compared to 39.1% males), consistent with the current gender ratios at most BC universities. Only RRU graduates were predominantly male (60.9%).

Table 3: Gender of Graduates by BC University

	Female	Male	Total
RRU Graduates	34 (39.1%)	53 (60.9%)	87 (100.0%)
SFU Graduates	1,258 (63.2%)	734 (36.8%)	1,992 (100.0%)
UBC Graduates	1,894 (59.4%)	1,296 (40.6%)	3,190 (100.0%)
UNBC Graduates	159 (54.3%)	134 (45.7%)	293 (100.0%)
UVIC Graduates	1,151 (63.1%)	673 (36.9%)	1,824 (100.0%)
Overall All Graduates	7,389	12,798	58%

[Note: Three SFU participants did not respond to this question; therefore, the n is lower than in Table 2.]

A closer examination of gender ratios by academic program reveals that very few of our university programs exhibit gender balance. In fact, only four of the 13 program areas had less than a 15 percentage point difference in the gender ratio of its graduates (Law: more males, by 12.8 percentage points; Health, Fitness and Kinesiology: more females, by 14.2 percentage points; Business: more males, by 3 percentage points; Natural Resources: more males, by 11.6 percentage points).

At the most extreme were Health Professions (more females, by 71.8 percentage points), Computing Science (more males, by 66.8 percentage points), Engineering (more males, by 58.8 percentage points), Humanities (more females, by 54.8 percentage points), and Education (more females, by 46 percentage points). (Note: Graduates of Medicine and Dentistry were not included in the survey population, thus the Health Professions group consisted largely of Nursing graduates who are typically female. The proportion of female graduates in 2002 in Medicine and Dentistry at UBC was 59% for both, but 97% for those in the Nursing program.)

Table 4: Gender of Graduates by Academic Program

	Female	Male	Total
Fine and Performing Arts	170 (73.3%)	62 (26.7%)	232 (100.0%)
Computing Science	43 (16.6%)	216 (83.4%)	259 (100.0%)
Engineering	68 (20.6%)	262 (79.4%)	330 (100.0%)
Education	753 (73.0%)	278 (27.0%)	1,031 (100.0%)
Law	71 (43.6%)	92 (56.4%)	163 (100.0%)
Health Professions	71 (85.9%)	92 (14.1%)	163 (100.0%)
Health, Fitness & Kinesiology	132 (57.1%)	99 (42.9%)	231 (100.0%)
Business	321 (48.5%)	341 (51.5%)	662 (100.0%)
Social Sciences	1,288 (64.6%)	705 (35.4%)	1,993 (100.0%)
Humanities	666 (77.4%)	195 (22.6%)	861 (100.0%)
Life Sciences	445 (60.0%)	297 (40.0%)	742 (100.0%)
Physical Sciences	97 (40.8%)	141 (59.2%)	238 (100.0%)

C. Age

As shown in Table 5, the majority of respondents were aged 25-29 two years after graduating with their bachelors degrees (64.4%). Twenty-five percent were over 30 years of age. A comparison of graduates' age among the five universities shows that UBC graduates are younger than their counterparts, with 79.9% aged 20-29 (compared to 56.3% for RRU, 71.1% for SFU, 72.0% for UNBC, and 72.1% for UVIC).

Furthermore, no surprising differences emerge when graduate age is examined by academic program area. As we might expect, Education and Law graduates, whose programs require preparatory study prior to admission, are generally older than their counterparts (44.8% of Education graduates and 58.7% of Law graduates aged 30 years and above, compared to an average of 20.9% for all other program areas). Similarly, respondents who graduated from Health Professions programs, heavily comprised of Nursing graduates (which includes the RN degree completion program for individuals who already have RN diplomas and prior work experience) and Pharmaceutical Sciences graduates (which requires a minimum of one year prior academic study) are somewhat older (44.9% aged 30 years and above). Humanities graduates are also diverse in age, likely because of the extensive range of academic programs that fall within this category, the availability of humanities programs at most universities (exception

Table 5: Age of Graduates by BC University

	Age Range								
	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55+	Total
RRU Graduates	12 (13.8%)	37 (42.5%)	24 (27.6%)	6 (6.9%)	1 (1.1%)	3 (3.4%)	3 (3.4%)	1 (1.1%)	87 (100.0%)
SFU Graduates	91 (4.6%)	1,327 (66.5%)	243 (12.2%)	105 (5.3%)	79 (4.0%)	76 (3.8%)	48 (2.4%)	26 (1.3%)	1,995 (100.0%)
UBC Graduates	514 (17.1%)	1,887 (62.8%)	343 (11.4%)	108 (3.6%)	57 (1.9%)	52 (1.7%)	25 (0.8%)	18 (0.6%)	3,004 (100.0%)
UNBC Graduates	7 (2.4%)	204 (69.6%)	53 (18.1%)	8 (2.7%)	7 (2.4%)	3 (1.0%)	10 (3.4%)	1 (0.3%)	293 (100.0%)
UVIC Graduates	127 (7.0%)	1,187 (65.1%)	262 (14.4%)	83 (4.6%)	61 (3.3%)	63 (3.5%)	28 (1.5%)	13 (0.7%)	1,824 (100.0%)
Overall All Graduates	751 (10.4%)	4,642 (64.4%)	925 (12.8%)	310 (4.3%)	205 (2.8%)	197 (2.7%)	114 (1.6%)	59 (0.8%)	7,203 (100.0%)
Mean Age	RRU 30.31	SFU 30.06	UBC 27.87	UNBC 29.22	UVIC 29.30				
Overall All Graduates	29.93								

RRU), the relative ease of transfer between institutions (eg., from college to university, and inter-university), and less specific pre-admission requirements than found in most other program areas, all of which make Humanities programs more appealing to a wider spectrum of students (including mature students).

Table 6: Age of Graduates by Academic Program

	Age Range									
	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55+	Total	Mean Age
Fine and Performing Arts	29 (12.9%)	152 (67.6%)	18 (8.0%)	6 (2.7%)	7 (3.1%)	9 (4.0%)	2 (0.9%)	2 (0.9%)	225 (100.0%)	28.5
Computing Science	19 (7.6%)	185 (73.7%)	28 (11.2%)	11 (4.4%)	6 (2.4%)		2 (0.8%)		251 (100.0%)	27.8
Engineering	15 (4.8%)	259 (83.0%)	30 (9.6%)	5 (1.6%)	1 (0.3%)	2 (0.6%)			312 (100.0%)	26.9
Education		565 (55.2%)	241 (23.5%)	90 (8.8%)	55 (5.4%)	57 (5.6%)	13 (1.3%)	3 (0.3%)	1,024 (100.0%)	31.3
Law		64 (41.3%)	64 (41.3%)	12 (7.7%)	6 (3.9%)	6 (3.9%)	1 (0.6%)	2 (1.3%)	155 (100.0%)	32.0
Health Professions	23 (6.3%)	177 (48.8%)	56 (15.4%)	23 (6.3%)	22 (6.1%)	29 (8.0%)	22 (6.1%)	11 (3.0%)	363 (100.0%)	32.8
Health, Fitness & Kinesiology	16 (7.1%)	179 (79.6%)	19 (8.4%)	5 (2.2%)	3 (1.3%)	1 (0.4%)	1 (0.4%)	1 (0.4%)	225 (100.0%)	27.3
Business	108 (17.0%)	445 (70.0%)	55 (8.6%)	15 (2.4%)	4 (0.6%)	8 (1.3%)		1 (0.2%)	636 (100.0%)	26.9
Natural Resources	21 (8.0%)	176 (67.2%)	46 (17.6%)	11 (4.2%)	3 (1.1%)		5 (1.9%)		262 (100.0%)	28.3
Social Sciences	227 (11.6%)	1336 (68.1%)	212 (10.8%)	73 (3.7%)	46 (2.3%)	32 (1.6%)	25 (1.3%)	11 (0.6%)	1,962 (100.0%)	28.2
Humanities	103 (12.2%)	436 (51.5%)	94 (11.1%)	44 (5.2%)	47 (5.5%)	52 (6.1%)	43 (5.1%)	28 (3.3%)	847 (100.0%)	31.8
Life Sciences	155 (21.8%)	500 (70.3%)	43 (6.0%)	9 (1.3%)	4 (0.6%)				711 (100.0%)	31.8
Physical Science	35 (15.2%)	168 (73.0%)	19 (8.3%)	6 (2.6%)	1 (0.4%)	1 (0.4%)			230 (100.0%)	26.6
Overall All Graduates	RRU 30.31	SFU 30.06	UBC 27.87	UNBC 29.22	UVIC 29.30					28.9

D. Current Residence

In view of BC's population distribution, it's not surprising that most of the 2000 graduates were living in the Lower Mainland at the time of the survey (65.8%), followed by Vancouver Island (13.3%), with the majority clustering in the general regions of the university from which they graduated (see Table 7). This trend is particularly true for UBC and SFU graduates, with 80.9% and 81.9% respectively living in the Lower Mainland. Although fewer UVIC and UNBC graduates resided in areas close to their alma maters (UVIC: 43.2% living on Vancouver Island; UNBC: 50.9% living in Northern BC), these respondents were generally more dispersed throughout the country than those of UBC and SFU.

A comparison of graduates' current residence with academic programs also generally mirrors the overall trends, with a couple of exceptions. As Table 8 shows, somewhat more Law graduates now reside in other Canadian provinces (23.3%, compared to 9.6% overall), perhaps reflecting the competitive and diverse nature of Canada's law schools, with many students applying to universities throughout the country and accepting (and moving away to) what may not be their first choice. After graduation, these individuals then return home to complete their articling and begin practicing law. Moreover, far fewer Natural Resources graduates reside in the Lower Mainland (36.3%, compared to 65.8% overall) whereas greater percentages live in Northern BC (25.9%, compared to 5.2% overall) or the Southern Interior (11.2%, compared to 4.5% overall). This trend presumably reflects the nature of the professions in which these graduates are working, with primary industry being more prevalent in non-urban centers of the province.

Only 1.7% of graduates were living in the United States at the time of the survey. This result is particularly noteworthy because international graduates were not included in the survey population; therefore, graduates

Table 7: Graduates' Current Residence by BC University

	Lower Mainland/ Southwest	Southern Interior	Vancouver Island	Northern BC	Other Canadian Provinces	United States	Total
RRU Graduates	29 (34.1%)	1 (1.2%)	29 (34.1%)	3 (3.5%)	20 (23.5%)	3 (3.5%)	85 (100.0)%
SFU Graduates	1,626 (81.9%)	49 (2.5%)	48 (2.4%)	110 (5.5%)	128 (6.4%)	25 (1.3%)	1,986 (100.0%)
UBC Graduates	2,566 (80.9%)	129 (4.1%)	93 (2.9%)	61 (1.9%)	250 (7.9%)	72 (2.3%)	3,171 (100.0%)
UNBC Graduates	49 (17.3%)	20 (7.1%)	22 (7.8%)	144 (50.9%)	46 (16.3%)	2 (0.7%)	283 (100.0%)
UVIC Graduates	558 (30.8%)	130 (7.2%)	783 (43.2%)	60 (3.3%)	259 (14.3%)	21 (1.2%)	1,811 (100.0%)
Overall All Graduates	4,828 (65.8%)	329 (4.5%)	975 (13.3%)	378 (5.2%)	703 (9.6%)	123 (1.7%)	7,336 (100.0%)

living in the United States would either be Canadian citizens who were United States residents before moving to BC to attend university, or Canadian citizens who had chosen to move away to the United States after graduating (often referred to as the "brain drain" of educated Canadians, a minor concern based on this data). Interestingly, somewhat more Computing Science, Engineering, and Physical Sciences graduates were living in the United States two years after graduation, albeit only 0.5% of the total respondent pool.

Table 8: Graduates' Current Residence by Academic Program

	Lower Mainland/ Southwest	Southern Interior	Vancouver Island	Northern BC	Other Canadian Provinces	United States	Total
Fine and Performing Arts	148 (64.3%)	4 (1.7%)	43 (18.7%)	3 (1.3%)	31 (13.5%)	1 (0.4%)	230 (100.0%)
Computing Science	179 (69.9%)	5 (2.0%)	40 (15.6%)	6 (2.3%)	14 (5.5%)	12 (4.7%)	256 (100.0%)
Engineering	214 (65.4%)	15 (4.6%)	36 (11.0%)	9 (2.8%)	40 (12.2%)	13 (4.0%)	327 (100.0%)
Education	716 (69.9%)	66 (6.4%)	139 (13.6%)	53 (5.2%)	48 (4.7%)	2 (0.2%)	1,024 (100.0%)
Law	97 (61.0%)	5 (3.1%)	15 (9.4%)	1 (0.6%)	37 (23.3%)	4 (2.5%)	159 (100.0%)
Health Professions	242 (64.4%)	26 (6.9%)	55 (14.6%)	17 (4.5%)	26 (6.9%)	10 (2.7%)	376 (100.0%)
Health, Fitness & Kinesiology	171 (74.0%)	15 (6.5%)	18 (7.8%)	3 (1.3%)	21 (9.1%)	3 (1.3%)	231 (100.0%)
Business	476 (72.3%)	10 (1.5%)	76 (11.6%)	27 (4.1%)	57 (8.7%)	12 (1.8%)	658 (100.0%)
Natural Resources	94 (36.3%)	29 (11.2%)	30 (11.6%)	67 (25.9%)	37 (14.3%)	2 (0.8%)	259 (100.0%)
Social Sciences	1,300 (65.5%)	67 (3.4%)	313 (15.8%)	78 (3.9%)	200 (10.1%)	27 (1.4%)	1,985 (100.0%)
Humanities	566 (65.9%)	40 (4.7%)	93 (10.8%)	76 (8.8%)	71 (8.3%)	13 (1.5%)	859 (100.0%)
Life Sciences	477 (64.7%)	32 (4.3%)	98 (13.3%)	34 (4.6%)	85 (11.5%)	11 (1.5%)	737 (100.0%)
Physical Sciences	148 (63.0%)	15 (6.4%)	19 (8.1%)	4 (1.7%)	36 (15.3%)	13 (5.5%)	235 (100.0%)
Overall All Graduates	4,828 (65.8%)	329 (4.5%)	975 (13.3%)	378 (5.2%)	703 (9.6%)	123 (1.7%)	7,336 (100.0%)

E. Equity Groupings

As part of the survey, graduates were asked if they self-identified as belonging to any of three specific equity groups: Aboriginal persons, persons with disabilities (specifically if they have a long-term physical and/or mental health condition which limits their daily activities), or members of a visible minority (examples provided by interviewer all relating to ethnicity). Overall, 3.3% of respondents indicated that they are disabled, 2.3% are Aboriginal, and 27.6% belong to a visible minority group.

As shown in Figure 2, with some exceptions, equity group membership for disabled and Aboriginal persons varies somewhat by institution. It should be noted that equity group members comprise only a small percentage of all graduates. A somewhat higher proportion of RRU graduates indicated that they had a disability than did graduates from the other universities (5.7% vs. 3.3%, or 75% more), and a substantially greater percentage of UNBC graduates were Aboriginal (7.5% vs. 2.1%, or 257% more.). Although it's difficult to determine the reason for increased disabled graduates at RRU without further investigation (eg., does smaller size lend itself to increased accessibility?), UNBC's relatively rural and northern setting likely explains its higher proportion of Aboriginal graduates, along with its First Nations programs. (Note: According to Statistics Canada (2001), 9.4% of Prince George's population identify as being Aboriginal persons, compared to 4.4% province-wide.)

Figure 2 also highlights the magnitude of the gap between institutions in visible minority representation: 30.7% and 36.3% of SFU's and UBC's respective 2000 cohort indicate that they are visible minorities, approximately 20-25 percentage points higher than the proportion at the other three universities. No doubt SFU's and UBC's urban and Lower Mainland settings are the primary reason for this trend.

Figure 1: Equity Group Membership of Graduates

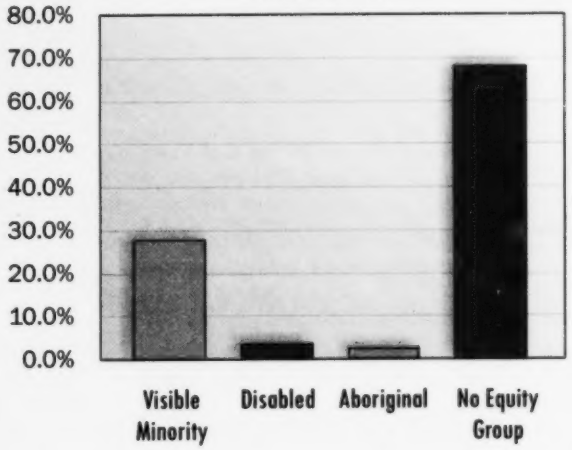
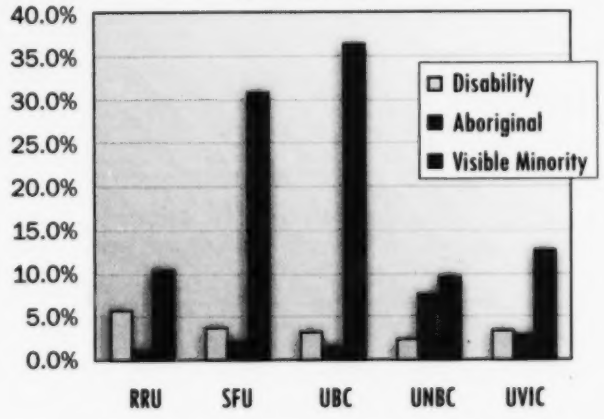
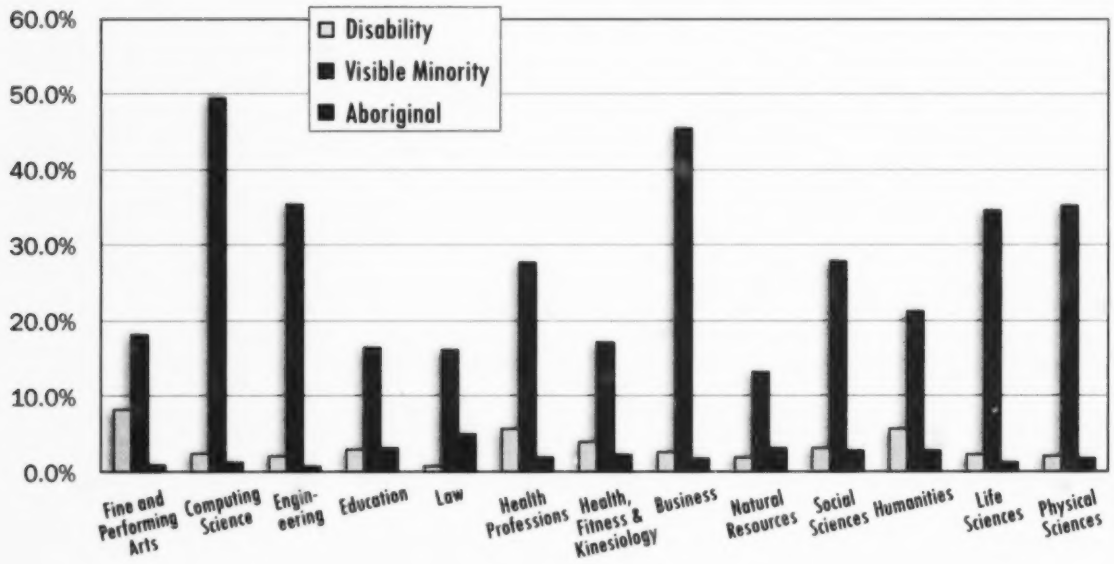


Figure 2: Equity Group Membership of Institution



Although the representation data provides a useful framework for our examination of equity group membership in BC's universities, it's equally important to consider the university and post-graduation experience of students from these groups. Sections VIII and IX provide a more detailed overview of the responses of disabled and Aboriginal graduates respectively.

Figure 3: Equity Group Membership by Program



IV. Academic Program

A. Academic Program Taken

Table 9 on the following page shows the distribution of respondents based upon the program area from which they graduated. By a substantial margin, the greatest percentage completed degrees in the Social Sciences (27.0%), followed by Education (14.0%) and the Humanities (11.7%); these three areas account for over half of the total respondents. The data also reflects the diversity of BC's universities with respect to degree programs offered. This diversity is particularly true when we compare UBC, BC's largest and oldest university, with RRU, a small, specialized institution that replaced Royal Roads Military College and was originally under the auspices of UVIC. While UBC has graduates from all the program areas identified in the survey, the largest segment being from Social Sciences (19.8%), RRU graduates come from only two program areas: Business (64.4%) and Natural Resources (35.6%).

Table 9: Academic Program Completed

	Fine and Performing Arts	Computing Science	Engineering	Education	Law	Health Professions	Health, Fitness, & Kinesiology
RRU Graduates							
SFU Graduates	35 (1.8%)	74 (3.7%)	34 (1.7%)	295 (14.8%)			74 (74.0%)
UBC Graduates	101 (3.2%)	101 (3.2%)	214 (6.7%)	534 (16.7%)	104 (3.3%)	228 (7.1%)	121 (3.8%)
UNBC Graduates		9 3.1%				10 3.4%	
UVIC Graduates	96 (5.3%)	75 (4.1%)	82 (4.5%)	203 (11.1%)	59 (3.2%)	139 (7.6%)	36 (2.0%)
Overall All Graduates	232 (3.1%)	259 (3.5%)	330 (4.5%)	1,032 (14.0%)	163 (2.2%)	377 (5.1%)	231 (3.1%)

	Business	Natural Resources	Social Sciences	Humanities	Life Sciences	Physical Sciences	Total
RRU Graduates	56 (64.4%)	31 (35.6%)					87 (100.0%)
SFU Graduates	229 (11.5%)	18 (0.9%)	668 (33.5%)	396 (19.8%)	122 (6.1%)	50 (2.5%)	1,995 (100.0%)
UBC Graduates	208 (6.5%)	126 (3.9%)	633 (19.8%)	282 (8.8%)	404 (12.7%)	134 (4.2%)	3,190 (100.0%)
UNBC Graduates	50 (17.1%)	92 (31.4%)	78 (26.6%)	20 (6.8%)	26 (8.9%)	8 (2.7%)	293 (100.0%)
UVIC Graduates	119 (6.5%)		616 (33.8%)	163 (8.9%)	190 (10.4%)	46 (2.5%)	1,824 (100.0%)
Overall All Graduates	662 (9.0%)	267 (3.6%)	1,995 (27.0%)	861 (11.7%)	742 (10.0%)	238 (3.2%)	7,389 (100.0%)

When we examine the three largest program areas for each university based upon the percentage of their graduates, over 1/3 from each institution had graduated from one program area, the exception being UBC:

RRU: (1) Business (64.4%)
(2) Natural Resources (35.6%)

SFU: (1) Social Sciences (33.5%)
(2) Humanities (19.8%)
(3) Education (14.8%)

UBC: (1) Social Sciences (19.8%)
(2) Education (16.7%)
(3) Life Sciences (12.7%)

UNBC: (1) Natural Resources (31.4%)
(2) Social Sciences (26.6%)
(3) Business (17.1%)

UVIC: (1) Social Sciences (33.8%)
(2) Education (11.1%)
(3) Life Sciences (10.4%)

B. Program Assessment

As part of the survey, graduates were asked to evaluate their overall satisfaction with their university education (see Table 10), with 95.6% indicating that they were "satisfied" or "very satisfied." This high level of satisfaction is quite consistent across universities, although it's interesting to note that the smaller the university, the greater the percentage of graduates who were "very satisfied" (RRU: 51.7%, UNBC: 50.9%, compared to UBC: 26.8%).

These positive results are also found across all 13 academic areas, with over 90% of graduates from each program stating that they were "satisfied" or "very satisfied" with the education they received (ranging from 91.5% of respondents for Education to 98.1% for Natural Resources). If we look only at the "very satisfied" group, some differences among programs emerge, with Life Sciences (26.7%) and Business (27.8%) having the lowest percentages of graduates evaluating their education in this manner, compared to the Health Professions (45.1%) and Humanities (48.5%).

The importance of "size" and positive student-faculty relationships in graduates' assessments is reflected in their open-ended comments. For the

Table 10: Satisfaction with Education Received

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Total
RRU Graduates		1 (1.1%)	41 (47.1%)	45 (51.7%)	87 (100.0%)
SFU Graduates	8 (0.4%)	49 (2.5%)	1,169 (58.6%)	768 (38.5%)	1,994 (100.0%)
UBC Graduates	26 (0.8%)	159 (5.0%)	2,148 (67.4%)	854 (26.8%)	3,187 (100.0%)
UNBC Graduates	1 (0.3%)	4 (1.4%)	139 (47.4%)	149 (50.9%)	293 (100.0%)
UVIC Graduates	7 (0.4%)	66 (3.6%)	993 (54.5%)	756 (41.5%)	1,822 (100.0%)
Overall All Graduates	42 (0.6%)	279 (3.8%)	4,490 (60.8%)	2,572 (34.8%)	7,383 (100.0%)

Table 11: Satisfaction with Education Received

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Total
Fine and Performing Arts		16 (6.9%)	131 (56.5%)	85 (36.6%)	232 (100.0%)
Computing Science		7 (2.7%)	161 (62.2%)	91 (35.1%)	259 (100.0%)
Engineering		13 (3.9%)	220 (66.7%)	97 (29.4%)	330 (100.0%)
Education	18 (1.7%)	69 (6.7%)	635 (61.5%)	310 (30.0%)	1,032 (100.0%)
Law	1 (0.6%)	5 (3.1%)	87 (53.4%)	70 (42.9%)	163 (100.0%)
Health Professions	1 (0.3%)	9 (2.4%)	197 (52.3%)	170 (45.1%)	377 (100.0%)
Health, Fitness & Kinesiology	2 (0.9%)	12 (5.2%)	146 (63.2%)	71 (30.7%)	231 (100.0%)
Business	1 (0.2%)	23 (3.5%)	454 (68.6%)	184 (27.8%)	662 (100.0%)
Natural Resources		5 (1.9%)	168 (62.9%)	94 (35.2%)	267 (100.0%)
Social Sciences	11 (0.6%)	63 (3.2%)	1,215 (61.0%)	703 (35.3%)	1,992 (100.0%)
Humanities	4 (0.5%)	18 (2.1%)	421 (49.0%)	417 (48.5%)	860 (100.0%)
Life Sciences	3 (0.4%)	33 (4.5%)	507 (68.4%)	198 (26.7%)	741 (100.0%)
Physical Sciences	1 (0.4%)	6 (2.5%)	148 (62.4%)	82 (34.6%)	237 (100.0%)
Overall All Graduates	42 (0.6%)	279 (3.8%)	4,490 (60.8%)	2,572 (34.8%)	7,383 (100.0%)

UBC graduates, the large size of the university and many of its classes is repeatedly identified as a negative feature, while those from UNBC and RRU often refer to their universities' smallness as a positive characteristic:

› *When I got into the third and fourth year course levels, I found the classes extremely crowded with many many students. That was one thing I did not understand when I had first applied with UBC. The overcrowdedness of the classrooms was ridiculous.*
(UBC Life Sciences graduate)

› *My university experience was great. Some bonuses of going to RRU were the opportunity to complete two years of study in twelve months and the fact that they gave me credit for schooling that I had already done. Also, the small class sizes permitted the development of personal relationships among students and professors...*
(RRU Natural Resources graduate)

› *I liked that it was very personal. I liked the small classes and the fact that the professors knew the students.*
(UNBC Humanities graduate)

› *The size of UNBC was great. It helped me to work closely with professors and instructors. They were all very willing to help students out. By doing this I found interest in a certain area of work I was not aware of before.*
(UNBC Social Sciences graduate)

However, size seemed to be less of a factor in the larger universities when students were able to make a connection within a smaller community:

› *My experience was exceptional. We had an Arts Co-op Smart class. The camaraderie in that was exceptional. We learned which ones of us had certain areas of expertise and then we all helped each other. It was a lot of work, but a very valuable experience.*
(UBC Education graduate)

Survey participants were also asked to evaluate the quality of their course instruction, the effectiveness of their core program in providing an understanding of their field of study, and whether or not they had difficulty scheduling courses required in their academic program. Though not the only factors affecting the quality of university students' academic experience, these are certainly areas which play an integral role.

The year 2000 graduates were extremely positive in evaluating the instruction they had received, with 95.5% rating the quality "good" or "very good." Though feedback was equally favourable across institutions, respondents from UBC rated the quality as "very good" at a lower rate (about 12 percentage points below that of other respondents from other universities). As shown in Table 12, on the following page, graduates from all program areas were quite similar in their evaluation of instruction quality, with 90% or more graduates from each academic area describing it as "good" or "very good."

Table 13 describes how well graduates felt their core program gave them a comprehensive understanding of their field of study, with 88.4% rating its effectiveness as "good" or "very good." RRU graduates were

Table 12: Quality of Course Instruction

	Very Poor	Poor	Good	Very Good	Total
RRU Graduates		3 (3.4%)	55 (63.2%)	29 (51.7%)	87 (100.0%)
SFU Graduates	1 (0.1%)	52 (2.6%)	1,243 (62.7%)	685 (34.6%)	1,981 (100.0%)
UBC Graduates	10 (0.3%)	181 (5.7%)	2,215 (69.9%)	764 (24.1%)	3,170 (100.0%)
UNBC Graduates		8 (2.7%)	170 (58.2%)	114 (39.0%)	292 (100.0%)
UVIC Graduates	5 (0.3%)	70 (3.9%)	1,112 (61.3%)	627 (34.6%)	1,814 (100.0%)
Fine and Performing Arts		14 (6.1%)	132 (57.1%)	85 (36.8%)	231 (100.0%)
Computing Science		9 (3.5%)	197 (76.4%)	52 (20.2%)	258 (100.0%)
Engineering		33 (10.0%)	250 (76.0%)	46 (14.0%)	329 (100.0%)
Education	5 (0.5%)	77 (7.5%)	704 (69.0%)	235 (23.0%)	1,021 (100.0%)
Law		6 (3.1%)	102 (53.4%)	54 (42.9%)	162 (100.0%)
Health Professions		14 (3.7%)	229 (60.9%)	133 (35.4%)	376 (100.0%)
Health, Fitness & Kinesiology		5 (2.2%)	155 (67.4%)	70 (30.4%)	230 (100.0%)
Business	1 (0.2%)	30 (4.6%)	481 (73.0%)	147 (22.3%)	659 (100.0%)
Natural Resources		10 (3.7%)	181 (67.8%)	76 (28.5%)	267 (100.0%)
Social Sciences	3 (0.2%)	51 (2.6%)	1,209 (61.0%)	720 (36.3%)	1,983 (100.0%)
Humanities	3 (0.4%)	19 (2.2%)	466 (54.6%)	365 (42.8%)	853 (100.0%)
Life Sciences	3 (0.4%)	38 (5.1%)	530 (71.7%)	168 (22.7%)	739 (100.0%)
Physical Sciences	1 (0.4%)	8 (3.4%)	159 (67.4%)	68 (28.8%)	236 (100.0%)
Overall All Graduates	16 (0.2%)	314 (4.3%)	4,795 (65.3%)	2,219 (30.2%)	7,344 (100.0%)

Table 13: Effectiveness of Core Program in Providing a Comprehensive Understanding of Field of Study

	Very Poor	Poor	Good	Very Good	Not Applicable	Total
RRU Graduates		1 (1.1%)	45 (51.7%)	41 (47.1%)		87 (100.0%)
SFU Graduates	7 (0.4%)	124 (6.3%)	1,218 (61.4%)	565 (28.5%)	69 (3.5%)	1,983 (100.0%)
UBC Graduates	45 (1.4%)	372 (11.7%)	1,973 (62.2%)	759 (23.9%)	23 (0.7%)	3,172 (100.0%)
UNBC Graduates	3 (1.0%)	20 (6.9%)	177 (61.5%)	81 (28.1%)	7 (2.4%)	288 (100.0%)
UVIC Graduates	15 (0.8%)	147 (8.1%)	1,108 (61.2%)	524 (28.9%)	17 (0.9%)	1,811 (100.0%)
Fine & Performing Arts	4 (1.7%)	18 (7.8%)	136 (58.9%)	69 (29.9%)	4 (1.7%)	231 (100.0%)
Computing Science		16 (6.2%)	172 (66.4%)	70 (27.0%)	1 (0.4%)	259 (100.0%)
Engineering	3 (0.9%)	26 (8.0%)	218 (66.9%)	78 (23.9%)	1 (0.3%)	326 (100.0%)
Education	21 (2.1%)	186 (18.2%)	645 (63.0%)	164 (16.0%)	8 (0.8%)	1,024 (100.0%)
Law	2 (1.2%)	16 (9.9%)	92 (56.8%)	50 (30.9%)	2 (1.2%)	162 (100.0%)
Health Professions	3 (0.8%)	29 (7.7%)	237 (63.0%)	103 (27.4%)	4 (1.1%)	376 (100.0%)
Health, Fitness & Kinesiology	1 (0.4%)	20 (8.7%)	153 (66.2%)	57 (24.7%)		231 (100.0%)
Business	4 (0.6%)	40 (6.1%)	439 (66.9%)	172 (26.2%)	1 (0.2%	656 (100.0%)
Natural Resources	2 (0.7%)	28 (10.5%)	152 (56.9%)	80 (30.0%)	5 (1.9%)	267 (100.0%)
Social Sciences	11 (0.6%)	141 (7.1%)	1,235 (62.3%)	581 (29.3%)	13 (0.7%)	1,981 (100.0%)
Humanities	7 (0.8%)	44 (5.1%)	450 (52.6%)	284 (33.2%)	70 (8.2%)	855 (100.0%)
Life Sciences	8 (1.1%)	81 (11.0%)	460 (62.3%)	183 (24.8%)	6 (0.8%)	738 (100.0%)
Physical Sciences	4 (1.7%)	19 (8.1%)	132 (56.2%)	79 (33.6%)	1 (0.4%)	235 (100.0%)
Overall All Graduates	70 (1.0%)	664 (9.0%)	4,521 (61.6%)	1,970 (26.8%)	116 (1.6%)	7,341 (100.0%)

the most positive in their evaluation (98.8% rating it "good" or "very good"), and UBC the least (86.1%).

A comparison of results by program shows, once again, a high degree of consistency, the exception being Education graduates, with 79.0% rating their program's effectiveness as "good" or "very good." To this end, more of the Education graduates spoke of a disconnect between their academic studies and what is truly needed to be effective teachers:

› *The Bachelor or Education program did not prepare me very well in the job market. The courses were designed to fit the professors' personal idea of teaching rather than the school curriculum in British Columbia. The pro-*

gram does not identify the need areas in school, especially students with special needs. I was not prepared to deal with students with special needs. There should be closer liaison with BCTF union.
(UVIC Education graduate)

› *I felt that essentially the one-year Bachelor of Education appeared to be a hoop that we had to jump through. Most courses paid only lip service to the subject matter even though the course had some useful material. The biggest difficulty in teaching is how to engage the student and present ideas. I feel the program should have focused on this about ten times more than it did. The program did not teach me how to teach. The best part of the program is the practicum.*
(UBC Education graduate)

On an institutional level, there was some variation amongst graduates on whether or not they had difficulty scheduling required courses (see Table 14). Overall, approximately 1/3 indicated that they experienced difficulties (37.6%), with SFU and UNBC graduates having the most challenges (47.0% and 46.4% respectively), and RRU graduates the least (2.3%).

Furthermore, 46.6% of graduates felt that there were courses which would have been useful to them but which were unavailable (see Table 15). In the case of UNBC graduates, some felt that limited course selection was a result of limited resources:

› *The University of Northern British Columbia has some courses that are only offered one time each year. This is a problem when there are required courses that are offered at conflicting times. I had this happen with a biology and a natural resources course. They were not scheduled so they would not conflict because two different departments offer them. This is part of the reason why it took me an extra*

Table 14: Were There Required Courses that Graduate Had Difficulty Scheduling?

	Yes	No	Don't Know	Refused	Total
RRU Graduates	**2 (2.3%)**	**79 (90.8%)**	**2 (2.3%)**	**4 (4.6%)**	**87 (100.0%)**
SFU Graduates	938 (47.0%)	1,040 (52.1%)	17 (0.9%)		1,995 (100.0%)
UBC Graduates	**1,027 (32.2%)**	**2,129 (66.7%)**	**26 (0.8%)**	**8 (0.3%)**	**3,190 (100.0%)**
UNBC Graduates	136 (46.4%)	157 (53.6%)			293 (100.0%)
UVIC Graduates	**677 (37.1%)**	**1,132 (62.1%)**	**12 (0.7%)**	**3 (0.2%)**	**1,824 (100.0%)**
Overall All Graduates	2,780 (37.6%)	4,537 (61.4%)	57 (0.8%)	15 (0.2%)	7,389 (100.0%)

Table 15: Were There Areas of Study Graduate Thought Would Be Useful, But Were Unavailable?

	Yes	No	Don't Know	Refused	Total
RRU Graduates	**40 (46.0%)**	**46 (52.9%)**	**1 (1.1%)**		**87 (100.0%)**
SFU Graduates	831 (41.7%)	1,116 (55.9%)	46 (2.3%)	2 (0.1%)	1,995 (100.0%)
UBC Graduates	**1,459 (45.7%)**	**1,665 (52.2%)**	**59 (1.8%)**	**7 (0.2%)**	**3,190 (100.0%)**
UNBC Graduates	157 (53.6%)	133 (45.4%)	3 (1.0%)		293 (100.0%)
UVIC Graduates	**959 (52.6%)**	**836 (45.8%)**	**29 (1.6%)**		**1,824 (100.0%)**
Overall All Graduates	3,446 (46.6%)	3,796 (51.4%)	138 (1.9%)	9 (0.1%)	7,389 (100.0%)

semester to complete my degree, although another component to that was that I transferred from another university.
(UNBC Life Sciences graduate)

› *The profs were great and made a good effort, however, there was a general lack of breadth and I think that was because there were probably not enough profs to cover all of the bases.*
(UNBC Computing Science graduate)

Despite somewhat greater scheduling challenges, the SFU and UNBC graduates were the most favourable in their comments on institutional flexibility, particularly with respect to SFU's distance education offerings:

› *If SFU had not had an extension program in the Interior I could never had begun school because I needed to stay where I was as it was too expensive to move to the Lower Mainland. The counseling at SFU was great as they helped me to get credit for courses that I would normally not get credit for through the extension program. The only complaint about SFU that I have is that calendars come too late in the mail to BC Interior communities, which caused me to miss deadlines for registration, and so on.*
(SFU Humanities graduate)

› *I was very happy with off campus program availability in Surrey and Langley. If courses had not been available off campus I would not have attended SFU at all. I hope that the school will continue to increase its off-campus offerings. I found that I would have enjoyed a greater specialization in certain areas. The time frame of courses and requirements, however, prevented my exploration of certain areas of interest. I wish to again stress how wonderful the program was, especially its off campus availability.*
(SFU Humanities graduate)

› *The satellite campuses of UNBC were extremely limited in terms of what kinds of courses they offered and also in terms of library support. On a positive note, I did some of my degree very non-traditionally. And the UNBC Geography Faculty was very willing to let me do that. I basically followed along with what a class was doing in Prince George. And there was no formal distance kind of class set up. They were very flexible in allowing me to take the courses I needed from the rural area I had moved to.*
(UNBC Social Sciences graduate)

Table 16: Would Graduate Select the Same Program Again?

	Yes	No	Don't Know
RRU Graduates	**77 (90.6%)**	**8 (9.4%)**	**85 (100.0%)**
SFU Graduates	1,570 (80.3%)	386 (19.7%)	1,956 (100.0%)
UBC Graduates	**2,278 (73.2%)**	**833 (26.8%)**	**3,111 (100.0%)**
UNBC Graduates	223 (78.8%)	60 (21.2%)	283 (100.0%)
UVIC Graduates	**1,363 (76.3%)**	**423 (23.7%)**	**1,786 (100.0%)**
Overall All Graduates	5,511 (76.3%)	1,710 (23.7%)	7,221 (100.0%)

Although almost all graduates were satisfied with their university education, somewhat less (76.3%) stated that they would select the same program again. Results varied slightly across the universities, with RRU having the greatest percentage of graduates who answered affirmatively (90.6%), compared to UBC with the lowest (73.2%).

Results also varied considerably among programs, with Computing Science (88.2%) and Law (86.4%) graduates the most likely to want to repeat the same program, and Life Sciences (64.3%) and Natural Resources (70.6%) graduates the least likely.

The primary reason respondents give for not selecting the same program again is a lack of career opportunities/inability to find a job (22.2% of responses), followed by changed interests (16.8%) and courses not being practical (16.7%). With the exception of course practicality, very few responses related to teaching or curricula (see Table 18). However, it's important to recognize the immense range across program areas when examining this question. For example, lack of career opportunities/inability to find a job accounts for only 2.2% of the responses given by Health Professions graduates, 7.3% of Education graduates, and 9.4% of Law graduates. In comparison, this same reason represents 29.6% of the responses given by Health, Fitness and Kinesiology graduates, 29.9% from the Social Sciences, and 36.0% from Natural Resources. A similarly broad range exists for graduates who cite changed interests, ranging from 4.5% of the responses for Education graduates to 26.0% for those from the Physical Sciences.

Table 17: Who Graduate Select the Same Program Again?

	Yes	No	Total
Fine and Performing Arts	165 (74.3%)	57 (25.7%)	222 (100.0%)
Computing Science	224 (88.2%)	30 (11.8%)	254 (100.0%)
Engineering	250 (77.4%)	73 (22.6%)	323 (100.0%)
Education	826 (82.4%)	176 (17.6%)	1,002 (100.0%)
Law	140 (86.4%)	22 (13.6%)	162 (100.0%)
Health Professions	304 (83.3%)	61 (16.7%)	365 (100.0%)
Health, Fitness & Kinesiology	173 (76.2%)	54 (23.8%)	227 (100.0%)
Business	521 (79.8%)	132 (20.2%)	653 (100.0%)
Natural Resources	185 (70.6%)	77 (29.4%)	262 (100.0%)
Social Sciences	1,429 (73.0%)	528 (27.0%)	1,957 (100.0%)
Humanities	652 (77.9%)	185 (22.1%)	837 (100.0%)
Life Sciences	467 (64.3%)	259 (35.7%)	726 (100.0%)
Physical Sciences	175 (75.8%)	56 (24.2%)	231 (100.0%)
Overall All Graduates	5,511 (76.3%)	1,710 (23.7%)	7,221 (100.0%)

Table 18: Reasons For Not Selecting the Same Program Again

	Program too generalized; not enough specialization	Interests have changed	Little or no career opportunities; hard to find a job	Not enough course variety	Skills acquired not very useful	Courses poorly taught
Fine and Performing Arts	11 (12.0%)	5 (5.4%)	16 (17.4%)	3 (3.3%)	9 (9.8%)	8 (8.7%)
Computing Science	4 (10.0%)	4 (10.0%)	10 (25.0%)	1 (2.5%)	1 (2.5%)	3 (7.5%)
Engineering	13 (12.0%)	25 (23.1%)	17 (15.7%)	4 (3.7%)	12 (11.1%)	5 (4.6%)
Education	40 (13.9%)	13 (4.5%)	21 (7.3%)	5 (1.7%)	36 (12.5%)	38 (13.2%)
Law	2 (6.3%)	7 (21.9%)	3 (9.4%)	1 (3.1%)	1 (3.1%)	3 (9.4%)
Health Professions	18 (19.4%)	9 (9.7%)	2 (2.2%)	4 (4.3%)	12 (12.9%)	6 (6.5%)
Health, Fitness & Kinesiology	13 (16.0%)	13 (16.0%)	24 (29.6%)	2 (2.5%)	2 (2.5%)	4 (4.9%)
Business	27 (15.0%)	44 (24.4%)	30 (16.7%)	10 (5.6%)	18 (10.0%)	7 (3.9%)
Natural Resources	15 (15.0%)	13 (13.0%)	36 (36.0%)	3 (3.0%)	3 (3.0%)	4 (4.0%)
Social Sciences	77 (10.6%)	140 (19.3%)	217 (29.9%)	25 (3.4%)	40 (5.5%)	23 (3.2%)
Humanities	41 (14.6%)	43 (15.3%)	56 (19.9%)	15 (5.3%)	18 (6.4%)	9 (3.2%)
Life Sciences	56 (15.6%)	76 (21.2%)	90 (25.1%)	16 (4.5%)	19 (5.3%)	21 (5.9%)
Physical Sciences	6 (8.2%)	19 (26.0%)	20 (27.4%)	2 (2.7%)	1 (1.4%)	3 (4.1%)
Overall All Graduates	323 (13.2%)	411 (16.8%)	542 (22.2%)	91 (3.7%)	172 (7.0%)	134 (5.5%)

	Courses not practical	Do not agree with grading system	Other	Refused	Don't Know	Total
Fine and Performing Arts	11 (19.3%)	2 (3.5%)	12 (21.1%)			57 (100.0%)
Computing Science	4 (13.3%)		8 (26.7%)	1 (3.3%)		30 (100.0%)
Engineering	7 (9.6%)		11 (15.1%)			73 (100.0%)
Education	46 (26.1%)		33 (18.8%)	1 (0.6%)		176 (100.0%)
Law	4 (18.2%)		6 (27.3%)			22 (100.0%)
Health Professions	17 (27.9%)		12 (19.7%)		1 (1.6%)	61 (100.0%)
Health, Fitness & Kinesiology	11 (20.4%)		4 (7.4%)			54 (100.0%)
Business	14 (10.6%)	1 (0.8%)	12 (9.1%)		1 (0.8%)	132 (100.0%)
Natural Resources	6 (7.8%)		8 (10.4%)			77 (100.0%)
Social Sciences	85 (16.1%)	2 (0.4%)	39 (7.4%)			528 (100.0%)
Humanities	25 (13.5%)		30 (16.2%)	1 (0.5%)	1 (0.5%)	185 (100.0%)
Life Sciences	25 (9.7%)		20 (7.7%)			259 (100.0%)
Physical Sciences	7 (12.5%)		7 (12.5%)			56 (100.0%)
Overall All Graduates	262 (15.3%)	5 (0.3%)	202 (11.8%)	3 (0.2%)	3 (0.2%)	1,710 (100.0%)

C. Length of Time to Degree Completion

With some exceptions, most baccalaureate degree programs pursued on a full-time basis take students four years to complete. Professional programs such as Law, Education, Rehabilitation Sciences and Pharmaceutical Sciences (to name a few) often take longer when prior academic requirements are included. Moreover, the inclusion of co-operative education work-terms can extend a program, and many students take a reduced course load in order to maintain outside employment while pursuing their degrees, thereby extending the time-to-completion. For over 1/3 of the survey respondents, their degrees took longer to complete than they had originally expected (see Table 19), particularly for the SFU (47.4%) and UNBC (42.7%) graduates in comparison to those from UBC (24.4%).

A closer examination of the reasons graduates took longer than expected highlights the wide range of circumstances affecting the lives of our students, and the fact that no single reason is adversely affecting a large majority. As shown in Table 20, the reason most commonly cited is involvement in co-op (12.4% of the total responses), followed by financial reasons/having to work to pay for their education (10.9%), change of major/program/area of specialization (9.0%), personal or family reasons (8.9%), and not having taken a full course load (8.7%). Although some of these reasons overlap (e.g., having to work may cause a person not to take a full course load), it's clear that university students lead very full and complex lives. Combined with the expense of a post-secondary education and programmatic realities (eg., changing a major, taking co-op), we cannot assume that the four-year degree is the norm for all students.

Table 19: Did Graduate Take Longer to Complete Degree Than Originally Expected?

	Yes	No	Don't Know	Refused	Total
RRU Graduates		87 (100.0%)			87 (100.0%)
SFU Graduates	945 (47.4%)	1,048 (52.5%)	1 (0.1%)	1 (0.1%)	1,995 (100.0%)
UBC Graduates	779 (24.4%)	2,407 (75.5%)	2 (0.1%)	2 (0.1%)	3,190 (100.0%)
UNBC Graduates	125 (42.7%)	165 (56.3%)	3 (1.0%)		293 (100.0%)
UVIC Graduates	678 (37.2%)	1,140 (62.5%)	5 (0.3%)	1 (0.1%)	1,824 (100.0%)
Overall All Graduates	2,527 (34.2%)	4,847 (65.6%)	11 (0.1%)	4 (0.1%)	7,389 (100.0%)

Table 20: Reasons Degree Completion Took Longer than Expected

	Refused	Don't Know	Poor Academic Advising	Course Transfer Problems	Difficulty Choosing Courses or Major	Change of Major/ Program/ Area of Specialization	Completed Reqs for More than One Degree Program	Difficulty Getting Required Courses	Courses Offered at Inconvenient Times	Chose to Take More than Required Courses
RRU Graduates	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
SFU Graduates	2 (0.2%)	4 (0.3%)	17 (1.3%)	25 (2.0%)	35 (2.8%)	77 (6.1%)	19 (1.5%)	102 (8.1%)	116 (9.2%)	72 (5.7%)
UBC Graduates	3 (0.3%)	4 (0.4%)	19 (2.0%)	41 (4.3%)	21 (2.2%)	118 (12.4%)	18 (1.9%)	48 (5.1%)	52 (5.5%)	59 (6.2%)
UNBC Graduates	0 (0.0%)	0 (0.0%)	4 (2.4%)	13 (7.7%)	3 (1.8%)	10 (6.0%)	3 (1.8%)	13 (7.7%)	19 (11.3%)	8 (4.8%)
UVIC Graduates	0 (0.0%)	3 (0.3%)	20 (2.3%)	37 (4.3%)	19 (2.2%)	87 (10.1%)	19 (2.2%)	60 (7.0%)	43 (5.0%)	35 (4.1%)
All Graduates	5 (0.2%)	11 (0.3%)	60 (1.8%)	116 (3.6%)	78 (2.4%)	292 (9.0%)	59 (1.8%)	223 (6.9%)	230 (7.1%)	174 (5.4%)

	Co-op Extended Completion	Financial: Worked to Pay for Education	Studied Part-Time	Studied Through Distance Ed.	Personal/ Family Reasons	Took Time Off for Break	Time Off to Travel	Didn't Take Full Course Load	Poor Academic Performance	Other	Total
RRU Graduates	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
SFU Graduates	178 (14.1%)	182 (14.4%)	37 (2.9%)	13 (1.0%)	97 (7.7%)	61 (4.8%)	25 (2.0%)	117 (9.2%)	12 (0.9%)	75 (5.9%)	1,266 (100.0%)
UBC Graduates	89 (9.4%)	75 (7.9%)	19 (2.0%)	6 (0.6%)	98 (10.3%)	42 (4.4%)	17 (1.8%)	69 (7.3%)	53 (5.6%)	97 (10.2%)	948 (100.0%)
UNBC Graduates	18 (10.7%)	15 (8.9%)	6 (3.6%)	0 (0.0%)	8 (4.8%)	5 (3.0%)	1 (0.6%)	20 (11.9%)	2 (1.2%)	20 (11.9%)	168 (100.0%)
UVIC Graduates	118 (13.7%)	83 (9.6%)	23 (2.7%)	10 (1.2%)	86 (10.0%)	43 (5.0%)	18 (2.1%)	75 (8.7%)	24 (2.8%)	59 (6.8%)	862 (100.0%)
All Graduates	403 (12.4%)	355 (10.9%)	85 (2.6%)	29 (0.9%)	289 (8.9%)	151 (4.7%)	61 (1.9%)	281 (8.7%)	91 (2.8%)	251 (7.7%)	3,244 (100.0%)

V. Preparation for the Job Market

A. Skills Acquired Through Bachelors Degree

Survey participants were asked to rate the extent to which their university experience helped them in the development of a variety of skills, including communication, critical thinking, teamwork, and mathematical skills. As shown in Table 21, the bachelors degree program had the greatest impact in developing students' ability to resolve issues or problems (89.6% rated as "high" or "very high") and learn on their own (89.2%). At the other end of the scale, the development of mathematical (57.3%) and computer (57.9%) skills were the least highly rated.

To help us get a clearer understanding of how, and how well, writing and communication skills development takes place within the academic setting, survey participants were asked to respond to a variety of statements related to these skills (see Table 22). While 87.6% of graduates "agreed/strongly agreed" that their university education had "included frequent writing assignments," the extent to which those assignments required integration of concepts (75.1% "agreed/strongly agreed"), varied writing types (67.6% "agreed/strongly agreed"), or received feedback on early drafts (30.5% "agreed/strongly agreed") differed considerably. Moreover, while only 62.2% of graduates "agreed/strongly agreed" that they had been required to do presentations, and 69.6% to write business communications such as e-mail, 85.4% were in agreement that they had learned to organize and write reports.

The results clearly suggest that most students develop aspects of their writing and communication skills through a baccalaureate degree program; however, not all components are practiced or focused upon to the same extent. Nevertheless, as evidenced in their open-ended comments, many graduates consider written and spoken communication skills to be essential to the success of their work lives beyond university, and therefore an important aspect of their university learning:

> *UBC needs to foster more group-oriented presentations and writing assignments, in order to nurture both oral and written communication skills. This will allow for more effective communication in the job market and within postgraduate studies. As well, business writing courses should be mandatory. I also feel that the quality of instruction within English and writing classes was relatively poor. Finally, I feel that class sizes within the Psychology Program were excessive*

Table 21: Percentage of Graduates For Whom University Had a High or Very High Effect on Development of the Following Skills:

To verbally express ideas clearly and concisely	82.5%
To read and comprehend material	80.8%
To work effectively with others	85.8%
To analyze and think critically	76.8%
To resolve issues or problems	89.6%
To use mathematics appropriate to area of study	57.3%
To use computers appropriate to area of study	57.9%
To learn on own	89.2%

Table 22: Writing and Communication Skills (Responses for All Graduates)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(1) My university education included frequent writing assignments	153 (2.1%)	766 (10.4%)	2,094 (28.4%)	4,370 (59.2%)	7,383 (100.0%)
(2) In my program I frequently wrote papers over 10 pages in length	762 (10.3%)	1,795 (24.3%)	2,346 (31.8%)	,2476 (33.6%)	7,379 (100.0%)
(3) My writing assignments required that I combine concepts and ideas from more than one course	340 (4.6%)	1,491 (20.3%)	3,080 (41.8%)	2,449 (33.3%)	7,360 (100.0%)
(4) My writing assignments required varied types of writing: research, technical, narrative, creative, opinion and argument	471 (6.4%)	1,917 (26.0%)	3,018 (40.9%)	1,969 (26.7%)	7,375 (100.0%)
(5) Instructors frequently gave comments on early drafts of my writing	2,217 (30.3%)	2,872 (39.2%)	1,663 (22.7%)	574 (7.8%)	7,326 (100.0%)
(6) My instructors had high expectations with respect to writing	212 (2.9%)	1,067 (14.6%)	3,622 (49.4%)	2,428 (33.1%)	7,329 (100.0%)
(7) I worked with other students inside or outside of class to improve my writing	2,261 (30.7%)	2,630 (35.7%)	1,787 (24.2%)	694 (9.4%)	7,372 (100.0%)
(8) I took a writing course outside of my program to improve my writing	4,522 (61.6%)	1,608 (21.9%)	611 (8.3%)	600 (8.2%)	7,341 (100.0%)
(9) I learned and used techniques for coming up with ideas	746 (10.1%)	1,614 (21.9%)	3,470 (47.1%)	1,534 (20.8%)	7,364 (100.0%)
(10) I frequently consulted references on grammar, punctuation and style	1,155 (15.7%)	2,216 (30.1%)	2,692 (36.5%)	1,311 (17.8%)	7,374 (100.0%)
(11) I regularly prepared outlines prior to undertaking written assignments	577 (7.8%)	1,344 (18.2%)	2,981 (40.4%)	2,474 (33.5%)	7,376 (100.0%)
(12) I spent as much time revising my writing as I did writing first drafts	792 (10.7%)	2,112 (28.7%)	2,570 (34.9%)	1,895 (25.7%)	7,369 (100.0%)
(13) I was required to do many presentations	652 (8.8%)	2,135 (28.9%)	2,754 (37.3%)	1,835 (24.9%)	7,376 (100.0%)
(14) To analyze and critique the work of others	223 (3.0%)	927 (12.6%)	3,478 (47.2%)	2,733 (37.1%)	7,361 (100.0%)
(15) To make presentations	423 (5.8%)	1,279 (17.4%)	3,018 (41.1%)	2,616 (35.7%)	7,336 (100.0%)
(16) To write effective memos, email, and other business communications	711 (9.7%)	1,518 (20.7%)	2,846 (38.7%)	2,272 (30.9%)	7,347 (100.0%)
(17) To organize and write reports	271 (3.7%)	802 (10.9%)	3,102 (42.3%)	3,166 (43.1%)	7,341 (100.0%)
(18) To edit/revise your work or the work of others	255 (3.5%)	1,020 (13.9%)	3,225 (43.8%)	2,857 (38.8%)	7,357 (100.0%)

and that there should be more opportunities for student networking.
(UBC Social Sciences graduate)

› *If I could have gone back and had more instruction in technical writing that would have been great. I feel that there was a lack of technical writing courses at UNBC and I really feel that those courses should have been available. In my opinion, we were not taught how to do technical writing properly at UNBC.*
(UNBC Life Sciences graduate)

› *Overall it was a good program. I have not had any problems finding work. There is not much practice giving technical presentations. It would have been useful in some classes for students to have a form to present their ideas and have them be cross-examined like they are in the work place.*
(UVIC graduate)

› *Computer science is very technical. A lot of students do not learn to express themselves verbally to people who are not their peers. It is a necessary life skill for the real world, and is unfortunately something that they are not learning in university. The ability to translate technical jargon into everyday language needs to be emphasized. Expressing yourself and the project you are working on is important and is not emphasized enough. Students need to learn to express themselves in writing. The program is a full course load but it is important*
(SFU Computing Science graduate)

B. Utility of University Program

An ongoing debate in the history of the university has been whether its role is to provide students with an "education for education's sake" or the skills to obtain meaningful employment, and whether both goals are achievable. While the results of this study show that BC's university graduates, two years following degree completion, enjoy somewhat higher rates of employment than the national average (see section VII.A.), it's also clear that a bachelor's degree is no guarantee of relevant, fulfilling, and profitable employment.

When asked to evaluate the usefulness of the knowledge, skills and abilities acquired during their university education in their current work, 88.1% of graduates described it as "somewhat useful" or "very useful. As shown in Table 23, ratings varied by academic program, from a low of 78.9% for Life Sciences graduates to a high of 96.8% for Health Professions graduates. Interestingly, 91.7% of Education graduates rated the knowledge, skills and abilities as "somewhat useful" or "very useful," the third highest rating among program areas, whereas only 79% felt their core program was "good" or "very good" in providing them with a comprehensive understanding of their field of study (see Table 13), the lowest rating among the 13 program areas.

In addition, survey participants were asked to evaluate the usefulness of the knowledge, skills and abilities they acquired during their university education in their day-to-day life, and again their evaluation was relatively high, with 84.2% describing it as "somewhat useful" or "very useful" (see Table 24).

As previously discussed, ¼ of the 23.7% of graduates who would not select the same academic program again identify a "lack of

Table 23: Usefulness of Knowledge, Skills and Abilities Acquired During Education in Work

	Not At All Useful	Not Very Useful	Somewhat Useful	Very Useful	Total
RRU Graduates	1 (1.2%)	3 (3.7%)	39 (47.6%)	39 (47.6%)	82 (100.0%)
SFU Graduates	38 (2.3%)	128 (7.7%)	761 (46.0%)	729 (44.0%)	1,656 (100.0%)
UBC Graduates	77 (3.1%)	273 (11.0%)	1,206 (48.5%)	932 (37.5%)	2,488 (100.0%)
UNBC Graduates	7 (3.0%)	13 (5.7%)	96 (41.7%)	114 (49.6%)	230 (100.0%)
UVIC Graduates	52 (3.6%)	116 (8.0%)	626 (43.1%)	660 (45.4%)	1,454 (100.0%)
Fine and Performing Arts	13 (7.4%)	12 (6.8%)	83 (47.2%)	68 (38.6%)	176 (100.0%)
Computing Science	2 (1.0%)	9 (4.3%)	107 (51.4%)	90 (43.3%)	208 (100.0%)
Engineering	2 (0.8%)	25 (9.4%)	141 (53.0%)	98 (36.8%)	266 (100.0%)
Education	12 (1.2%)	68 (7.1%)	414 (43.0%)	469 (48.7%)	963 (100.0%)
Law		11 (7.3%)	51 (33.8%)	89 (58.9%)	151 (100.0%)
Health Professions	2 (0.6%)	9 (2.6%)	106 (30.8%)	227 (66.0%)	344 (100.0%)
Health, Fitness & Kinesiology	5 (2.9%)	16 (9.2%)	75 (43.1%)	78 (44.8%)	174 (100.0%)
Business	9 (1.5%)	44 (7.5%)	319 (54.5%)	213 (36.4%)	585 (100.0%)
Natural Resources	6 (2.9%)	12 (5.9%)	94 (45.9%)	93 (45.4%)	205 (100.0%)
Social Sciences	70 (4.5%)	183 (11.8%)	744 (48.0%)	553 (35.7%)	1,550 (100.0%)
Humanities	18 (2.6%)	67 (9.8%)	310 (45.1%)	292 (42.5%)	687 (100.0%)
Life Sciences	32 (7.6%)	57 (13.5%)	198 (46.9%)	135 (32.0%)	422 (100.0%)
Physical Sciences	4 (2.2%)	20 (11.2%)	86 (48.0%)	69 (38.5%)	179 (100.0%)
Overall All Graduates	175 (3.0%)	533 (9.0%)	2,728 (46.2%)	2,474 (41.9%)	5,910 (100.0%)

Table 24: Usefulness of Knowledge, Skills and Abilities Acquired During Education in Day-To-Day Life

	Not At All OUseful	Not Very Useful	Somewhat Useful	Very Useful	Total
RRU Graduates		5 (6.1%)	50 (61.0%)	27 (32.9%)	82 (100.0%)
SFU Graduates	30 (1.8%)	218 (13.2%)	936 (56.5%)	472 (28.5%)	1,656 (100.0%)
UBC Graduates	80 (3.2%)	386 (15.5%)	1,387 (55.7%)	638 (25.6%)	2,491 (100.0%)
UNBC Graduates	2 (0.9%)	19 (8.2%)	143 (61.9%)	67 (29.0%)	231 (100.0%)
UVIC Graduates	33 (2.3%)	164 (11.3%)	774 (53.4%)	479 (33.0%)	1,450 (100.0%)
Fine and Performing Arts	6 (3.4%)	20 (11.4%)	80 (45.5%)	70 (39.8%)	176 (100.0%)
Computing Science	6 (2.9%)	51 (24.6%)	126 (60.9%)	24 (11.6%)	207 (100.0%)
Engineering	17 (6.4%)	78 (29.3%)	140 (52.6%)	31 (11.7%)	266 (100.0%)
Education	32 (3.3%)	145 (15.1%)	515 (53.5%)	271 (28.1%)	963 (100.0%)
Law	4 (2.7%)	11 (7.3%)	87 (58.0%)	48 (32.0%)	150 (100.0%)
Health Professions	14 (4.1%)	29 (8.4%)	194 (56.4%)	107 (31.1%)	344 (100.0%)
Health, Fitness & Kinesiology	1 (0.6%)	21 (12.1%)	98 (56.6%)	53 (30.6%)	173 (100.0%)
Business	10 (1.7%)	70 (11.9%)	381 (65.0%)	121 (21.3%)	586 (100.0%)
Natural Resources	2 (1.0%)	21 (10.2%)	120 (58.3%)	63 (30.6%)	206 (100.0%)
Social Sciences	25 (1.6%)	141 (9.1%)	858 (55.2%)	529 (34.1%)	1,553 (100.0%)
Humanities	7 (1.0%)	83 (12.2%)	341 (49.9%)	252 (36.9%)	683 (100.0%)
Life Sciences	13 (3.1%)	76 (17.9%)	253 (59.7%)	82 (19.3%)	424 (100.0%)
Physical Sciences	8 (4.5%)	46 (25.7%)	97 (54.2%)	28 (15.6%)	179 (100.0%)
Overall All Graduates	145 (2.5%)	792 (13.4%)	3,290 (55.7%)	1,683 (28.5%)	5,910 (100.0%)

Career opportunities/inability to find a job" as the primary reason. Student comments overwhelmingly focused on their lack of practical, work-related skills; the importance of career development assistance during their university education; the importance of co-operative education opportunities and the need for more co-op programs (see section D below); and the need for universities to maintain strong ties between their academic programs and industry:

› *There needs to be more alignment between the coursework and the real world job market, in terms of career development. I would have liked to have done the co-op as I'm sure that might have given me a window into the industry, but failing that, I felt that the actual classroom curriculum could have been a lot more inclusive of current job trends.*
(UVIC Life Sciences graduate)

› *There is a gap between the material they teach and the real work. We need more hands-on experience and to talk to computer technicians. We need information on more cutting edge technology. We need contact with professors outside of Canada for information on new technology.*
(UBC Engineering graduate)

› *I think UVIC administration workers should develop a more comprehensive information package about what kinds of jobs are applicable to each degree program a student might choose to take. Psychology is a very general degree and because of its lack of specialization it can make it difficult to enter the job market after graduation. It's not a working degree the same way as a social work degree is. I think there needs to be some preliminary clarification about job prospects so students can make more informed choices about their education.*
(UVIC Social Sciences graduate)

› *One of the things they should do is to prepare us more for the outside world. There was not a lot of emphasis on typing skills. There was not enough help with communication skills as far as the workforce is concerned. There was not enough emphasis on how to use the knowledge that I obtained. There should be more of the work study program available to students.*
(SFU Humanities graduate)

Furthermore, based on some of their comments, it's apparent that certain graduates wished that the university could have done more to help them with their transition into the workforce:

› *The professors did not inform the students of what kind of jobs they would be doing with their degrees. They also did not help students find other jobs associated with their degrees in Forestry.*
(UNBC Natural Resources graduate)

› *I think that UBC was a fantastic school with a beautiful campus. I was lucky to have some really good professors there who really opened my mind. In terms of real life experience and getting a job I have found that university helps very little. You must make your own inroads. A university degree opens doors to employers but you still have to do the legwork to get a good job.*
(UBC Humanities graduate)

C. Work Experience

Research and experience have shown the positive effects of co-operative education and other types of work experience for university graduates. Based on the feedback of this survey group, it's evident that obtaining practical experience is considered by many to be a central component of a baccalaureate education. In fact, the need for co-operative education and other similar programs was the most common comment provided by survey participants when asked if there was anything else they wished to say about their university experience.

Overall, 45.3% of respondents participated in paid/unpaid work experience, RRU graduates to the least extent (26.4%) and UVIC graduates the greatest (55.4%) (see Table 25). Once again, a closer examination of this question by program area reveals considerable variation, with seven of the programs having the greatest percentage of their graduates with paid/unpaid work experience, and six with the majority not having this experience. While these differences undoubtedly have some relationship to the extent to which co-operative education opportunities are made available to students in the different academic programs, there are other programs, such as internships, which provide students with work experience. In fact, Education and Health Professions, the two areas with the highest percentage of graduates with work experience, require their students to participate in school practicums and hospital/pharmacy-type residencies.

Table 25: Did Graduate Participate in Paid or Unpaid Work Experience?

	Yes	No	Don't Know	Refused	Total
RRU Graduates	23 (26.4%)	64 (73.6%)			87 (100.0%)
SFU Graduates	918 (46.0%)	1,076 (53.9%)	1 (0.1%)		1,995 (100.0%)
UBC Graduates	1,307 (41.0%)	1,880 (58.9%)	2 (0.1%)	1 (0.0%)	3,190 (100.0%)
UNBC Graduates	89 (30.4%)	204 (69.6%)			293 (100.0%)
UVIC Graduates	1,010 (55.4%)	814 (44.6%)			1,824 (100.0%)
Fine and Performing Arts	86 (37.1%)	146 (62.9%)			232 (100.0%)
Computing Science	161 (62.2%)	98 (37.8%)			259 (100.0%)
Engineering	237 (71.8%)	93 (28.2%)			330 (100.0%)
Education	829 (80.3%)	201 (19.5%)	2 (0.2%)		1,032 (100.0%)
Law	83 (50.9%)	79 (48.5%)		1 (0.6%)	163 (100.0%)
Health Professions	303 (80.4%)	74 (19.6%)			377 (100.0%)
Health, Fitness & Kinesiology	162 (70.1%)	69 (29.9%)			231 (100.0%)
Business	314 (47.4%)	348 (52.6%)			662 (100.0%)
Natural Resources	78 (29.2%)	189 (70.8%)			267 (100.0%)
Social Sciences	553 (27.7%)	1,442 (72.3%)			1,995 (100.0%)
Humanities	193 (22.4%)	668 (77.6%)			861 (100.0%)
Life Sciences	244 (32.9%)	497 (67.0%)	1 (0.1%)		742 (100.0%)
Physical Sciences	104 (43.7%)	134 (56.3%)			238 (100.0%)
Overall All Graduates	3,347 (45.3%)	4,038 (54.6%)	3 (0.0%)	1 (0.0%)	7,389 (100.0%)

The value which graduates place upon co-operative education as a way to obtain practical experience (and to help fund their education) is reflected in numerous comments. Some graduates speak of the need for co-op to be more readily available and not overly-restrictive, and others suggest that co-op should be a requirement:

› *I was satisfied with my experience at UBC. It would have been nice to have a co-op program to gain work experience.*
(UBC Business graduate)

› *The co-op program was the main incentive for me to choose the program I did, and constituted the main reason for my overall satisfaction.*
(UBC Life Sciences graduate)

› *It was a great experience. But, I believe that the program should have had more opportunities for co-op. The co-op program as it stands is great but it is too restrictive. Entry to it is based on marks. This is too restrictive It should be more open to provide greater opportunity for all.*
(UBC Life Sciences graduate)

› *As I was a transfer student it was almost impossible to do a co-op program. Co-op started in the second year of university and so it was not transfer-student-friendly at all.*
(UVIC Physical Sciences graduate)

› *The industry expects us to have more targeted day-to-day business skills. The program concentrated too much on theory and not enough on practical skills. I also think that the co-op program should be mandatory.*
(SFU Social Sciences graduate)

VI. Further Education

Since graduating in 2000, 79.4% of survey participants had taken some form of further education, with 40.2% of those graduates enrolled at the time of the survey and approximately 2/3 of this group studying full-time (65.1%; see Tables 26 and 28). A comparison with the class of 1996 five years after their graduation, of whom 90% had taken some form of further education, suggests that participation in further education for the 2000 cohort will likely increase over time (Sudmant, Greenall, Lambert-Maberly, Dumaresq, 2001).

Interestingly, a greater percentage of UNBC graduates had taken further education (86.7%) than their counterparts from other universities, particularly those at SFU (77.6%) and RRU (70.1%), although the data doesn't provide a clear explanation. Table 26 also highlights the similarity among graduates of most academic programs with respect to their participation in further education. At the extremes are Education (70.8% have participated in further education) and Computing Science (55.6%) graduates, compared to Health, Fitness and Kinesiology graduates who had the highest participation in further education (88.3%).

The largest group of graduates enrolled in further education at the time of the survey were taking Masters degrees (34.0%) followed by undergraduate degrees (22.2%). However, as Table 28 highlights, graduates from different academic programs vary considerably in the types of further education they've pursued. For example, 62.8% of Business graduates were engaged in professional association certification at the time of the survey, compared to only 15.8% of Social Sciences graduates, the group with the

Table 26: Further Education Since Graduation
(Programs, Courses, Workshops, Seminars, Correspondence, Tutorials)

	Have Taken	Have Not Taken	Total
RRU Graduates	61 (70.1%)	26 (29.9%)	87 (100.0%)
SFU Graduates	1,549 (77.6%)	446 (22.4%)	1,995 (100.0%)
UBC Graduates	2,574 (80.7%)	616 (19.3%)	3,190 (100.0%)
UNBC Graduates	254 (86.7%)	39 (13.3%)	293 (100.0%)
UVIC Graduates	1,432 (78.5%)	392 (21.5%)	1,824 (100.0%)
Fine and Performing Arts	187 (80.6%)	45 (19.4%)	232 (100.0%)
Computing Science	144 (55.6%)	115 (44.4%)	259 (100.0%)
Engineering	252 (76.4%)	78 (23.6%)	330 (100.0%)
Education	731 (70.8%)	301 (29.2%)	1,032 (100.0%)
Law	134 (82.2%)	29 (17.8%)	163 (100.0%)
Health Professions	313 (83.0%)	64 (17.0%)	377 (100.0%)
Health, Fitness & Kinesiology	204 (88.3%)	27 (11.7%)	231 (100.0%)
Business	532 (80.4%)	130 (19.6%)	662 (100.0%)
Natural Resources	218 (81.6%)	49 (18.4%)	267 (100.0%
Social Sciences	1,624 (81.4%)	371 (18.6%)	1,995 (100.0%)
Humanities	701 (81.4%)	160 (18.6%)	861 (100.0%)
Life Sciences	628 (84.6%)	114 (15.4%)	742 (100.0%)
Physical Sciences	202 (84.9%)	36 (15.1%)	238 (100.0%)
Overall All Graduates	5,870 (79.4%)	1,519 (20.6%)	7,389 (100.0%)

second highest percentage in this category. As well, 61.9% of Engineering graduates were taking Masters degrees, whereas only 10.8% of Business graduates were so engaged. And while 26.9% of Physical Sciences and 21.0% of Life Sciences graduates were in Doctoral degree programs, only 4.4% of Social Sciences and 4.8% of Humanities graduates were pursuing these degrees. While these discrepancies are noteworthy, further investigation is required in order to fully understand the reasons, if any, behind them.

Table 27: Further Education: Enrolled Full-Time or Part-Time?

	Full-Time	Part-Time	Total
RRU Graduates	4 (28.6%)	10 (71.4%)	14 (100.0%)
SFU Graduates	337 (55.8%)	267 (44.2%)	604 (100.0%)
UBC Graduates	745 (69.4%)	329 (30.6%)	1,074 (100.0%)
UNBC Graduates	63 (64.9%)	34 (35.1%)	97 (100.0%)
UVIC Graduates	387 (67.7%)	185 (32.3%)	572 (100.0%)
Overall All Graduates	1,536 (65.1%)	825 (34.9%)	2,361 (100.0%)

Table 28: Type of Further Education Currently Being Taken

	Undergraduate Degree	Masters Degree	Doctoral Degree	College (Applied) Program Certification	Professional Association Certification	Other	Total
RRU Graduates	1 (7.1%)	5 (35.7%)	1 (7.1%)		7 (50.0%)		14 (100.0%)
SFU Graduates	109 (17.9%)	190 (31.3%)	29 (4.8%)	85 (14.0%)	159 (26.2%)	36 (5.9%)	608 (100.0%)
UBC Graduates	286 (26.7%)	337 (31.5%)	126 (11.8%)	110 (10.3%)	141 (13.2%)	71 (6.6%)	1,071 (100.0%)
UNBC Graduates	14 (14.4%)	42 (43.3%)	5 (5.2%)	8 (8.2%)	20 (20.6%)	8 (8.2%)	97 (100.0%)
UVIC Graduates	114 (20.0%)	228 (40.0%)	41 (7.2%)	56 (9.8%)	84 (14.7%)	47 (8.2%)	570 (100.0%)
Fine and Performing Arts	24 (27.9%)	30 (34.9%)	5 (5.8%)	13 (15.1%)	6 (7.0%)	8 (9.3%)	86 (100.0%)
Computing Science	6 (16.2%)	19 (51.4%)	3 (8.1%)	5 (13.5%)		4 (10.8%)	37 (100.0%)
Engineering	2 (2.4%)	52 (61.9%)	8 (9.5%)	7 (8.3%)	5 (6.0%)	10 (11.9%)	84 (100.0%)
Education	13 (8.7%)	86 (57.7%)	4 (2.7%)	12 (8.1%)	12 (8.1%)	22 (14.8%)	149 (100.0%)
Law		4 (44.4%)	2 (22.2%)		1 (11.1%)	2 (22.2%)	9 (100.0%)
Health Professions	9 (11.8%)	31 (40.8%)	10 (13.2%)	8 (10.5%)	12 (15.8%)	6 (7.9%)	76 (100.0%)
Health, Fitness & Kinesiology	23 (29.9%)	22 (28.6%)	9 (11.7%)	10 (13.0%)	9 (11.7%)	4 (5.2%)	77 (100.0%)
Business	23 (10.3%)	24 (10.8%)	2 (0.9%)	19 (8.5%)	140 (62.8%)	15 (6.7%)	223 (100.0%)
Natural Resources	16 (20.3%)	34 (43.0%)	2 (2.5%)	9 (11.4%)	12 (15.2%)	6 (7.6%)	79 (100.0%)
Social Sciences	197 (25.5%)	277 (35.8%)	34 (4.4%)	102 (13.2%)	119 (15.4%)	45 (5.8%)	774 (100.0%)
Humanities	79 (29.2%)	87 (32.1%)	13 (4.8%)	35 (12.9%)	33 (12.2%)	24 (8.9%)	271 (100.0%)
Life Sciences	116 (29.7%)	94 (24.0%)	82 (21.0%)	34 (8.7%)	50 (12.8%)	15 (3.8%)	391 (100.0%)
Physical Sciences	16 (15.4%)	42 (40.4%)	28 (26.9%)	5 (4.8%)	12 (11.5%)	1 (1.0%)	104 (100.0%)
Overall All Graduates	524 (22.2%)	802 (34.0%)	202 (8.6%)	259 (11.0%)	411 (17.4%)	162 (6.9%)	2,360 (100.0%)

VII. Education Financing and Debt

How students finance their education, and the amount of debt they incur as a result, has a profound effect on their overall university experience. As tuition fees and costs of living increase, it's essential that we continue to monitor student financing and debt, ensuring that university students have access to sufficient financial assistance and work opportunities (eg., co-operative education) to help ameliorate some of these pressures.

Student loans (27.7%), employment (25.9%), and family/friends (25.5%) were almost equally utilized as the primary funding sources for BC's 2000 graduates. This result differs from that of the 1996 graduates, for whom employment was the most utilized primary funding source (33% of graduates), followed by student loans (26%) and family/friends (23%) (Sudmant, Greenall, Lambert-Maberly, Dumaresq, 2001). The data also shows how few graduates used scholarships and/or bursaries as a primary funding source (6.4%), though others may have received these types of financial assistance, but not in sufficient amounts to be the primary funding source.

Table 29 allows us to compare the primary means by which graduates from the five universities financed their education, and highlights some interesting differences when we consider their top three primary funding sources:

RRU: (1) student loans (51.7%)
(2) personal savings (18.4%)
(3) family/friends (12.6%)

SFU: (1) employment (31.2%)
(2) student loans (24.6%)
(3) family/friends (23.8%)

UBC: (1) family/friends (29.9%)
(2) student loans (25.5%)
(3) employment (22.7%)

UNBC: (1) student loans (36.9%)
(2) employment (31.1%)
(3) family/friends (14.0%)

UVIC: (1) student loans (32.5%)
(2) employment (26.0%)
(3) family/friends (22.2%)

Table 29: Primary Source of Funding During Bachelors Degree

	Personal Savings	Employment	Family/ Friends	Bank Loans	Student Loans	Scholarships/ Bursaries	First Nations Funding	Co-operative Education	Other	Total
RRU Graduates	16 (18.4%)	7 (8.0%)	11 (12.6%)	3 (3.4%)	45 (51.7%)	3 (3.4%)			2 (2.3%)	87 (100.0%)
SFU Graduates	188 (9.5%)	620 (31.2%)	472 (23.8%)	22 (1.1%)	488 (24.6%)	110 (5.5%)	16 (0.8%)	41 (2.1%)	30 (1.5%)	1,987 (100.0%)
UBC Graduates	285 (9.0%)	720 (22.7%)	950 (29.9%)	18 (0.6%)	809 (25.5%)	294 (9.3%)	19 (0.6%)	50 (1.6%)	32 (1.0%)	3,177 (100.0%)
UNBC Graduates	30 (10.2%)	91 (31.1%)	41 (14.0%)	2 (0.7%)	108 (36.9%)	12 (4.1%)	6 (2.0%)	2 (0.7%)	1 (0.3%)	293 (100.0%)
UVIC Graduates	149 (8.2%)	472 (26.0%)	404 (22.2%)	25 (1.4%)	591 (32.5%)	54 (3.0%)	20 (1.1%)	79 (4.3%)	23 (1.3%)	1,817 (100.0%)
Overall All Graduates	668 (9.1%)	1,910 (25.9%)	1,878 (25.5%)	70 (1.0%)	2,041 (27.7%)	473 (6.4%)	61 (0.8%)	172 (2.3%)	88 (1.2%)	7,361 (100.0%)

Table 30: Financial Debt Incurred to Pay for Bachelors Degree

	$0	$1-4,999	$5,000-9,999	$10,000-14,999	$15,000-19,999	$20,000-24,999	$25,000-29,999	$30,000-34,999	$35,000-39,999	$40,000+	Total
RRU Graduates	22 (25.9%)	5 (5.9%)	13 (15.3%)	18 (21.2%)	15 (17.6%)	3 (3.5%)	2 (2.4%)	1 (1.2%)	1 (1.2%)	5 (5.9%)	85 (100.0%)
SFU Graduates	1,104 (57.2%)	97 (5.0%)	138 (7.2%)	156 (8.1%)	87 (4.5%)	97 (5.0%)	63 (3.3%)	79 (4.1%)	26 (1.3%)	82 (4.3%)	1,929 (100.0%)
UBC Graduates	1,820 (58.6%)	128 (4.1%)	239 (7.7%)	249 (8.0%)	181 (5.8%)	169 (5.4%)	90 (2.9%)	90 (2.9%)	32 (1.0%)	107 (3.4%)	3,105 (100.0%)
UNBC Graduates	99 (34.0%)	10 (3.4%)	31 (10.7%)	28 (9.6%)	21 (7.2%)	20 (6.9%)	26 (8.9%)	20 (6.9%)	10 (3.4%)	26 (8.9%)	291 (100.0%)
UVIC Graduates	774 (43.6%)	71 (4.0%)	139 (7.8%)	152 (8.6%)	136 (7.7%)	108 (6.1%)	102 (5.7%)	98 (5.5%)	65 (3.7%)	129 (7.3%)	1,774 (100.0%)
Overall All Graduates	3,819 (53.2%)	311 (4.3%)	560 (7.8%)	603 (8.4%)	440 (6.1%)	397 (5.5%)	283 (3.9%)	288 (4.0%)	134 (1.9%)	349 (4.9%)	7,184 (100.0%)

Despite some percentage and ordering variations, UBC, SFU, UVIC and UNBC graduates maintain relative consistency in their primary funding sources. However, the data suggests that RRU graduates have some unique characteristics with respect to how they pay for their education. For example, very few RRU graduates identified employment as a primary funding source (8.0%, compared to the overall average of 25.9%), unsurprising when we consider that RRU students are completing the final two years of their degrees, and their curriculum compresses these final two years into a 51-week format, leaving little time for employment. Therefore, a greater percentage of RRU graduates relied on student loans (51.7%, compared to the overall average of 27.7%) and personal savings than did the other graduates (18.4%, compared to the overall average of 9.1%).

Close to half the graduates (46.8%) incurred some financial debt in order to pay for their bachelors degrees, though UBC and SFU graduates fared much better than their counterparts in this respect (UBC graduates: 41.4% with financial debt; SFU: 42.8%; UVIC: 56.4%; UNBC: 66.0%; RRU: 74.1%) (see Table 30).

However, the amount of debt students incur is more elucidating than whether or not they have incurred debt. To this end, Tables 30 and 31 once again reflect substantive institutional differences with regard to the debt load their graduates incur. UNBC graduates, in particular, have incurred substantial debt in comparison to their counterparts from the other universities, with 35.0% having debt of $20,000 or greater, approximately double the percentage of RRU, SFU, or UBC graduates who fall within this category. Furthermore, the data shows that the mean student loan debt graduates had

Table 31: Percentage of Graduates Who Incurred Debt of $20,000 or More to Pay for their Degree

RRU Graduates	14.2
SFU Graduates	18.5
UBC Graduates	15.6
UNBC Graduates	35.0
UVIC Graduates	28.3

incurred (excluding those survey participants without student loans) was $17,891. Two years later, the mean amount of student loan debt this group had left to repay was $12,994.

Despite their high debt loads, almost no respondents referenced financing or debt-related issues in their open-ended comments. And yet, the lasting impact of student debt in the lives of many graduates is exemplified in the following commentary:

> *I would like to go back to school but I cannot afford to. I am working in my field but there is no money to be made there. I have a horrendous student loan to repay. The tuition fees for studies are increasing exponentially. I will have to leave the country to earn enough money to repay my student loan and other debts and get the funding to continue my education. I will have to go abroad and teach English.*
> *(UVIC Health, Fitness and Kinesiology graduate)*

VIII. Labour Market Outcomes

A. Unemployment

A central component in assessing the success of a university education is the ability of graduates to find employment. Overall, the unemployment rate for BC's 2000 university graduates in 2002 was 5.8%, almost two percentage points lower than the 2002 Canadian average of 7.7%, and 2.7 percentage points lower than the BC average of 8.5% (Statistics Canada). As shown in Table 32, RRU graduates enjoyed a significantly lower rate of unemployment (3.5%) than other graduates, and UNBC somewhat higher (9.2%), perhaps a reflection of the fact that 50.9% of UNBC's graduates were residing in Northern BC at the time of the survey, a part of the province which faces somewhat higher unemployment rates.

A comparison of unemployment rates by academic program reveals some interesting differences. While graduates of Law (3.8%),

Table 32: Unemployment Rate

	(A) Working	(B) Not Working But Looking	(C) Not Working and Not Looking	Unemployment Rate = B/(A+B)
RRU	82	3	2	3.5%
SFU	1,685	105	205	5.9%
UBC	2,535	144	504	5.4%
UNBC	237	24	32	9.2%
UVIC	1,479	97	246	6.2%
Fine and Performing Arts	178	17	38	7.8%
Computing Science	212	28	19	11.7%
Engineering	269	29	32	9.7%
Education	973	23	35	2.3%
Law	153	6	4	3.8%
Health Professions	349	3	25	0.9%
Health, Fitness & Kinesiology	177	12	42	6.3%
Business	587	33	41	5.3%
Natural Resources	212	18	37	7.8%
Social Sciences	1,581	107	303	6.3%
Humanities	700	49	111	6.5%
Life Sciences	443	36	262	7.5%
Physical Sciences	184	14	40	7.1%
Overall All Graduates	6,018	373	989	5.8%

Table 33. Primary Reason Graduates Not Currently Employed
(Both Actively Looking and Not Actively Looking Graduates)

	RRU Graduates	SFU Graduates	UBC Graduates	UNBC Graduates	UVIC Graduates	Overall All Graduates
Permanent Unemployed (Illness or Disability)		4 (1.2%)	7 (1.0%)		8 (2.2%)	19 (1.3%)
Temporary Layoff		18 (5.4%)	20 (2.9%)	9 (14.5%)	20 (5.5%)	67 (4.6%)
Casual PT Worker		1 (0.3%)	2 (0.3%)			3 (0.2%)
Lost or Quit Job		30 (9.0%)	24 (3.5%)	4 (6.5%)	18 (4.9%)	76 (5.2%)
Can't Find Work/ Lack of Opportunities	2 (40.0%)	29 (8.7%)	53 (7.7%)	9 (14.5%)	30 (8.2%)	123 (8.4%)
Going to School Full-Time	1 (20.0%)	144 (43.0%)	428 (62.0%)	26 (41.9%)	195 (53.4%)	794 (54.5%)
Caring for Children Full-Time		17 (5.1%)	18 (2.6%)	4 (6.5%)	11 (3.0%)	50 (3.4%)
Going to School Part-Time		4 (1.2%)	21 (3.0%)		9 (2.5%)	34 (2.3%)
Other Personal/Family Responsibilities		14 (4.2%)	11 (1.6%)	2 (3.2%)	6 (1.6%)	33 (2.3%)
Personal Preference		6 (1.8%)	12 (1.7%)	1 (1.6%)	6 (1.6%)	25 (1.7%)
Retired		6 (1.8%)	4 (0.6%)		1 (0.3%)	11 (0.8%)
On Leave of Absence from Job	2 (40.0%)	8 (2.4%)	11 (1.6%)		6 (1.6%)	27 (1.9%)
Lack Skills for Job Wanted		8 (2.4%)	8 (1.2%)		9 (2.5%)	25 (1.7%)
Other		28 (8.4%)	40 (5.8%)	2 (3.2%)	22 (6.0%)	92 (6.3%)
Just Finished School		7 (2.1%)	16 (2.3%)	1 (1.6%)	8 (2.2%)	32 (2.2%)
Recently Returned to Canada		10 (3.0%)	13 (1.9%)	3 (4.8%)	16 (4.4%)	42 (2.9%)
Awaiting Work Visa			1 (0.1%)	1 (1.6%)		2 (0.1%)
Don't Know/Refused		1 (0.3%)	1 (0.1%)			2 (0.1%)
Total	5 (100.0%)	335 (100.0%)	690 (100.0%)	62 (100.0%)	365 (100.0%)	1,457 (100.0%)

Education (2.3%) and the Health Professions (0.9%) were enjoying extremely low rates of unemployment in 2002, this contrasts with the experience of Engineering (9.7%) and Computing Science (11.7%) graduates relative to the Canadian average.

When we investigate why graduates are not employed, it's important to differentiate between those who are actively looking for work, and therefore truly unemployed, and those other graduates who may have made the conscious decision not to seek work (individuals who are attending school are often included in this latter group). To this

Table 34: Primary Reason Unemployed, Actively Looking Graduates Not Currently Employed

	RRU Graduates	SFU Graduates	UBC Graduates	UNBC Graduates	UVIC Graduates	Overall All Graduates
Permanent Unemployed (Illness or Disability)						
Temporary Layoff		16 (13.3%)	19 (11.4%)	7 (25.0%)	14 (12.8%)	56 (13.1%)
Casual PT Worker		1 (0.8%)	2 (1.2%)			3 (0.7%)
Lost or Quit Job		26 (21.7%)	14 (8.4%)	3 (10.7%)	11 (10.1%)	54 (12.6%)
Can't Find Work/ Lack of Opportunities	2 (66.7%)	23 (19.2%)	45 (26.9%)	9 (32.1%)	27 (24.8%)	106 (24.8%)
Going to School Full-Time	1 (20.0%)	144 (43.0%)	428 (62.0%)	26 (41.9%)	195 (53.4%)	794 (54.5%)
Caring for Children Full-Time		2 (1.7%)	2 (1.2%)	1 (3.6%)	3 (2.8%)	8 (1.9%)
Going to School Part-Time		1 (0.8%)	3 (1.8%)		3 (2.8%)	7 (1.6%)
Other Personal/Family Responsibilities		5 (4.2%)	4 (2.4%)		1 (0.9%)	10 (2.3%)
Personal Preference		4 (3.3%)	3 (1.8%)	1 (3.6%)	3 (2.8%)	11 (2.6%)
Retired						
On Leave of Absence from Job	1 (33.3%)		2 (1.2%)		1 (0.9%)	4 (0.9%)
Lack Skills for Job Wanted		4 (3.3%)	6 (3.6%)		5 (4.6%)	15 (3.5%)
Other		12 (10.0%)	16 (9.6%)	2 (7.1%)	8 (7.3%)	38 (8.9%)
Just Finished School		5 (4.2%)	11 (6.6%)		7 (6.4%)	23 (5.4%)
Recently Returned to Canada		6 (5.0%)	7 (4.2%)	2 (7.1%)	10 (9.2%)	25 (5.9%)
Awaiting Work Visa						
Don't Know/Refused		1 (0.6%)			1 (0.2%)	1 (0.6%)
Total	3 (100.0%)	120 (100.0%)	167 (100.0%)	28 (100.0%)	109 (100.0%)	427 (100.0%)

end, Table 33 shows that 54.5% of all non-working graduates were attending school full-time, and only 8.4% of this group spoke of an inability to find work/lack of opportunities.

However, when we look only at the relatively small group of graduates who were unemployed and actively seeking work, the greatest percentage stated that their inability to find work/lack of opportunities is the primary reason (24.8%) (see Table 34). Other reasons cited include going to school full-time (15.5%), temporary lay-off (13.1%) and lost or quit job (12.6%). As discussed previously, the overwhelming majority of graduates who

commented more fully on their university experience spoke of a lack of connection between their academic experience and the world of work, particularly with respect to practical job skills and the opportunity to obtain work experience, some of whom likely fall within this group of unemployed but actively job-seeking individuals.

B. Employment Characteristics

Employment can be defined by numerous characteristics, including whether a person is paid by a company/organization or self-employed, if that individual works full-time (35+ hours/week) or part-time, and the number of jobs a person holds. Furthermore, the relationship of an individual's job with his/her education or training represents another important and commonly discussed post-secondary outcome. Although this report has focused on comparing university outcomes by institution and program areas, graduates' employment characteristics are also examined by gender.

As shown in Table 35, 90.8% of graduates are paid workers, and only 5.4% self-employed. Very few differences exist between the various institutions, programs, or by gender on this factor. Exceptions include Fine and Performing Arts graduates (22.7% self-employed), and RRU graduates (18.3% self-employed). In the case of Fine Arts graduates, we would expect higher numbers to be working as self-employed artists. Furthermore, 64.5% of the RRU survey participants had completed a Bachelor of Commerce degree in Entrepreneurial Management (see Table 9) with which self-employment seems entirely fitting.

Table 35: Paid Worker or Self-Employed

	Paid Worker	Self-Employed	Both	Total
Female Graduates	**3,385 (92.8%)**	**139 (3.8%)**	**122 (3.3%)**	**3,646 (100.0%)**
Male Graduates	1,992 (87.6%)	181 (8.0%)	101 (4.4%)	2,274 (100.0%)
RRU Graduates	**66 (80.5%)**	**15 (18.3%)**	**1 (1.2%)**	**82 (100.0%)**
SFU Graduates	1,518 (91.4%)	97 (5.8%)	45 (2.7%)	1,660 (100.0%)
UBC Graduates	**2,268 (91.0%)**	**106 (4.3%)**	**119 (4.8%)**	**2,493 (100.0%)**
UNBC Graduates	205 (88.7%)	13 (5.6%)	13 (5.6%)	231 (100.0%)
UVIC Graduates	**1,322 (90.7%)**	**90 (6.2%)**	**45 (3.1%)**	**1,457 (100.0%)**
Fine and Performing Arts	107 (60.8%)	40 (22.7%)	29 (16.5%)	176 (100.0%)
Computing Science	**188 (89.5%)**	**16 (7.6%)**	**6 (2.9%)**	**210 (100.0%)**
Engineering	248 (93.2%)	13 (4.9%)	5 (1.9%)	266 (100.0%)
Education	**929 (96.3%)**	**11 (1.1%)**	**25 (2.6%)**	**965 (100.0%)**
Law	138 (91.4%)	8 (5.3%)	5 (3.3%)	151 (100.0%)
Health Professions	**330 (95.9%)**	**10 (2.9%)**	**4 (1.2%)**	**344 (100.0%)**
Health, Fitness & Kinesiology	147 (84.5%)	14 (8.0%)	13 (7.5%)	174 (100.0%)
Business	**527 (89.9%)**	**43 (7.3%)**	**16 (2.7%)**	**586 (100.0%)**
Natural Resources	191 (92.7%)	8 (3.9%)	7 (3.4%)	206 (100.0%)
Social Sciences	**1,402 (90.2%)**	**94 (6.0%)**	**59 (3.8%)**	**1,555 (100.0%)**
Humanities	613 (89.2%)	44 (6.4%)	30 (4.4%)	687 (100.0%)
Life Sciences	**392 (92.5%)**	**14 (3.3%)**	**18 (4.2%)**	**424 (100.0%)**
Physical Sciences	167 (93.3%)	6 (3.4%)	6 (3.4%)	179 (100.0%)
Overall All Graduates	5,379 (90.8%)	321 (5.4%)	223 (3.8%)	5,923 (100.0%)

Further, 19.1% of the graduate pool were employed at more than one job or business (see Table 36), female graduates to a slightly greater extent (21.2%) than their male counterparts (15.8%). Gender differences occur, however, when we compare full-time and part-time employment (see Table 37), with more male graduates employed full-time than females (by 14.3 percentage points; 70.8% of overall graduates were employed full-time).

Table 36: Employment At More Than One Job or Business by Gender

	Yes	No	Total
Female Graduates	772 (21.2%)	2,874 (78.8%)	3,546 (100.0%)
Male Graduates	359 (15.8%)	1,915 (84.2%)	2,274 (100.0%)
Overall All Graduates	1,131 (19.1%)	4,789 (80.9%)	5,920 (100.0%)

Table 37: Full-Time Versus Part-Time Employment by Gender
(full-time=35+hours/week)

	Full-Time	Part-Time	Total
Female Graduates	2,337 (65.3%)	1,244 (34.7%)	3,581 (100.0%)
Male Graduates	1,783 (79.6%)	456 (20.4%)	2,239 (100.0%)
Overall All Graduates	4,120 (70.8%)	1,700 (29.2%)	5,820 (100.0%)

Intuitively, we might expect that many recent graduates find themselves in jobs not entirely related to the degree program they've completed. In the case of our 2000 graduates, the data confirms (see Table 38) that almost 1/3 held jobs "not at all related" or "not very related" to their baccalaureate

Table 38: Relatedness of Main Job to Degree Program

	Not At All Related	Not Very Related	Somewhat Related	Very Related	Total
Female Graduates	613 (16.8%)	370 (10.1%)	921 (25.3%)	1,742 (47.8%)	3,646 (100.0%)
Male Graduates	379 (16.7%)	273 (12.0%)	642 (28.3%)	978 (43.0%)	2,272 (100.0%)
RRU Graduates	5 (6.1%)	9 (11.0%)	35 (42.7%)	33 (40.2%)	82 (100.0%)
SFU Graduates	249 (15.0%)	190 (11.4%)	481 (29.0%)	740 (44.6%)	1,660 (100.0%)
UBC Graduates	450 (18.1%)	279 (11.2%)	576 (23.1%)	1187 (47.6%)	2,492 (100.0%)
UNBC Graduates	37 (16.1%)	21 (9.1%)	68 (29.6%)	104 (45.2%)	230 (100.0%)
UVIC Graduates	252 (17.3%)	144 (9.9%)	404 (27.7%)	657 (45.1%)	1,457 (100.0%)
Fine and Performing Arts	53 (30.1%)	18 (10.2%)	47 (26.7%)	58 (33.0%)	176 (100.0%)
Computing Science	5 (2.4%)	12 (5.7%)	63 (30.0%)	130 (61.9%)	210 (100.0%)
Engineering	17 (6.4%)	32 (12.1%)	96 (36.2%)	120 (45.3%)	265 (100.0%)
Education	32 (3.3%)	28 (2.9%)	117 (12.1%)	788 (81.7%)	965 (100.0%)
Law	2 (1.3%)	4 (2.6%)	30 (19.9%)	115 (76.2%)	151 (100.0%)
Health Professions	8 (2.3%)	11 (3.2%)	63 (18.3%)	262 (76.2%)	344 (100.0%)
Health, Fitness & Kinesiology	36 (20.7%)	12 (6.9%)	48 (27.6%)	78 (44.8%)	174 (100.0%)
Business	51 (8.7%)	73 (12.5%)	215 (36.7%)	247 (42.2%)	586 (100.0%)
Natural Resources	28 (13.7%)	14 (6.8%)	59 (28.8%)	104 (50.7%)	205 (100.0%)
Social Sciences	448 (28.8%)	258 (16.6%)	461 (29.6%)	388 (25.0%)	1,555 (100.0%)
Humanities	173 (25.2%)	92 (13.4%)	190 (27.7%)	232 (33.8%)	687 (100.0%)
Life Sciences	117 (27.6%)	66 (15.6%)	119 (28.1%)	122 (28.8%)	424 (100.0%)
Physical Sciences	23 (12.8%)	23 (12.8%)	56 (31.3%)	77 (43.0%)	179 (100.0%)
Overall All Graduates	993 (16.8%)	643 (10.9%)	1,564 (26.4%)	2,721 (46.0%)	5,921 (100.0%)

degrees (27.7%). This result is consistent across gender and institutional boundaries, with the exception of RRU graduates, for whom only 17.1% held jobs "not at all/not very related" to their degrees.

However, a closer examination of relatedness based upon the graduates' academic program shows extensive variation. In particular, graduates from the Fine and Performing Arts (40.3% in job "not at all/not very related" to degree program), Social Sciences (45.4%), Humanities (38.6%), and Life Sciences (38.6%) appear to have a wide gap between expectations and reality with respect to the type of job they held two years after graduation.

C. Occupational Types and Skill Levels

As part of the survey analysis, graduates' jobs were categorized within a matrix of five skill levels, ranging from laboring and elemental occupations to management occupations (see Table 39). Most graduates were in occupations that fall within the "professional" categorization (63.6%), followed distantly by "technical, paraprofessional and skilled occupations" (18.8%). In prior outcomes studies of BC graduates, results have been compared for specific cohorts both two years and five years following graduation. With the 1996 graduates, approximately 10% moved out of "lower" skill level occupations into the "professional" category in this time period, and a 2005 study of the 2000 cohort will allow us to see if a similar trend occurs for this group.

Table 39: Skill Level

	Management	Professional Occupations	Technical, Paraprofessional & Skilled Occupations	Intermediate Occupations	Labouring & Elemental Occupations	Total
RRU Graduates	11 (13.8%)	39 (48.8%)	19 (23.8%)	10 (12.5%)	1 (1.3%)	80 (100.0%)
SFU Graduates	45 (2.8%)	1,001 (62.1%)	315 (19.5%)	232 (14.4%)	20 (1.2%)	1,613 (100.0%)
UBC Graduates	58 (2.4%)	1,626 (67.3%)	408 (16.9%)	302 (12.5%)	22 (0.9%)	2,416 (100.0%)
UNBC Graduates	6 (2.7%)	121 (54.8%)	72 (32.6%)	15 (6.8%)	7 (3.2%)	221 (100.0%)
UVIC Graduates	42 (3.0%)	865 (61.4%)	266 (18.9%)	219 (15.6%)	16 (1.1%)	1,408 (100.0%)
Fine and Performing Arts	5 (2.9%)	79 (45.4%)	35 (20.1%)	51 (29.3%)	4 (2.3%)	174 (100.0%)
Computing Science	1 (0.5%)	184 (89.3%)	14 (6.8%)	7 (3.4%)		206 (100.0%)
Engineering	4 (1.6%)	204 (80.3%)	40 (15.7%)	6 (2.4%)		254 (100.0%)
Education	4 (0.4%)	903 (94.0%)	34 (3.5%)	18 (1.9%)	2 (0.2%)	961 (100.0%)
Law	4 (2.6%)	143 (94.7%)	3 (2.0%)	1 (0.7%)		151 (100.0%)
Health Professions	15 (4.4%)	317 (93.2%)	3 (0.9%)	5 (1.5%)		340 (100.0%)
Health, Fitness & Kinesiology	7 (4.2%)	98 (58.3%)	41 (24.4%)	19 (11.3%)	3 (1.8%)	168 (100.0%)
Business	45 (7.9%)	308 (54.2%)	113 (19.9%)	100 (17.6%)	2 (0.4%)	568 (100.0%)
Natural Resources	2 (1.0%)	93 (47.7%)	79 (40.5%)	17 (8.7%)	4 (2.1%)	195 (100.0%)
Social Sciences	47 (3.2%)	635 (42.7%)	426 (28.7%)	346 (23.3%)	32 (2.2%)	1,486 (100.0%)
Humanities	25 (3.7%)	388 (57.9%)	130 (19.4%)	119 (17.8%)	8 (1.2%)	670 (100.0%)
Life Sciences	2 (0.5%)	187 (46.9%)	132 (33.1%)	69 (17.3%)	9 (2.3%)	399 (100.0%)
Physical Sciences	1 (0.6%)	113 (68.1%)	30 (18.1%)	20 (12.0%)	2 (1.2%)	166 (100.0%)
Overall All Graduates	162 (2.8%)	3,652 (63.6%)	1,080 (18.8%)	778 (13.6%)	66 (1.2%)	5,738 (100.0%)

On an institutional level, more RRU graduates were in "management" positions two years following graduation (13.8%, compared to the overall average of 2.8%), and somewhat less UNBC graduates found

themselves in "professional" occupations than their colleagues from other universities (54.8%, compared to overall average of 63.6%). Even more extreme differences exist among graduates based upon the program from which they graduated. For example, the percentage of respondents whose jobs were classified as "professional" ranged from lows of 42.7% (Social Sciences) and 45.4% (Fine and Performing Arts) to highs of 94.0% (Education) and 94.7% (Law), with much variation between these extremes.

Table 40 more specifically outlines the types of occupations held by survey respon-

Table 40: Skill Type

	Manage-ment	Business, Finance & Admin-istrative	Health	Natural & Applied Sciences & Related	Social Science, Education & Govt Services	Art, Culture, Recreation & Sport	Trades, Transport & Equipment Operators	Sales & Service	Primary Industry	Processing, Manufactur-ing & Utilities	Total
RRU Graduates	1 (1.3%)	24 (30.0%)	1 (28.7%)	23 (1.3%)	14 (17.5%)	1 (1.3%)	1 (1.3%)	15 (18.8%)			80 (100.0%)
SFU Graduates	3 (0.2%)	369 (22.9%)	26 (1.6%)	208 (12.9%)	751 (46.6%)	73 (4.5%)	11 (0.7%)	166 (10.3%)	2 (0.1%)	4 (0.2%)	1,613 (100.0%)
UBC Graduates	2 (0.1%)	409 (16.9%)	227 (16.5%)	399 (9.4%)	1,027 (42.5%)	101 (4.2%)	23 (1.0%)	209 (8.7%)	9 (0.4%)	10 (0.4%)	2,416 (100.0%)
UNBC Graduates		38 (17.2%)	11 (5.0%)	74 (33.5%)	64 (29.0%)	6 (2.7%)	2 (0.9%)	21 (9.5%)	4 (1.8%)	1 (0.5%)	221 (100.0%)
UVIC Graduates		240 (17.0%)	145 (10.3%)	221 (15.7%)	537 (38.1%)	80 (5.7%)	17 (1.2%)	161 (11.4%)	4 (0.3%)	3 (0.2%)	1,408 (100.0%)
Fine and Performing Arts		34 (19.5%)	2 (1.1%)	5 (2.9%)	31 (17.8%)	65 (37.4%)	2 (1.1%)	34 (19.5%)		1 (0.6%)	174 (100.0%)
Computing Science		5 (2.4%)	1 (0.5%)	185 (89.8%)	11 (5.3%)	1 (0.5%)		3 (1.5%)			206 (100.0%)
Engineering		9 (3.5%)		223 (87.8%)	8 (3.1%)	1 (0.4%)	8 (3.1%)	3 (1.2%)	1 (0.4%)	1 (0.4%)	254 (100.0%)
Education		16 (1.7%)	4 (0.4%)	7 (0.7%)	909 (94.6%)	5 (0.5%)	5 (0.5%)	15 (1.6%)			961 (100.0%)
Law	1 (0.7%)	3 (2.0%)	1 (0.7%)		144 (95.4%)	2 (1.3%)					151 (100.0%)
Health Professions		7 (2.1%)	304 (89.4%)	6 (1.8%)	13 (3.8%)			10 (2.9%)			340 (100.0%)
Health, Fitness & Kinesiology		20 (11.9%)	8 (4.8%)	10 (6.0%)	90 (53.6%)	19 (11.3%)	2 (1.2%)	18 (10.7%)		1 (0.6%)	168 (100.0%)
Business	1 (0.2%)	379 (66.7%)	3 (0.5%)	57 (10.0%)	22 (3.9%)	14 (2.5%)	4 (0.7%)	85 (15.0%)		3 (0.5%)	568 (100.0%)
Natural Resources		11 (5.6%)	3 (1.5%)	122 (62.6%)	32 (16.4%)	2 (1.0%)	1 (0.5%)	13 (6.7%)	9 (4.6%)	2 (1.0%)	195 (100.0%)
Social Sciences	3 (0.2%)	409 (27.5%)	30 (2.0%)	109 (7.3%)	584 (39.3%)	88 (5.9%)	16 (1.1%)	237 (15.9%)	4 (0.3%)	6 (0.4%)	1,486 (100.0%)
Humanities	1 (0.1%)	113 (16.9%)	12 (1.8%)	19 (2.8%)	367 (54.8%)	50 (7.5%)	10 (1.5%)	95 (14.2%)	2 (0.3%)	1 (0.1%)	670 (100.0%)
Life Sciences		52 (13.0%)	41 (10.3%)	111 (27.8%)	123 (30.8%)	13 (3.3%)	4 (1.0%)	50 (12.5%)	3 (0.8%)	2 (0.5%)	399 (100.0%)
Physical Sciences		22 (13.3%)	1 (0.6%)	71 (42.8%)	59 (35.5%)	1 (0.6%)	2 (1.2%)	9 (5.4%)		1 (0.6%)	166 (100.0%)
Overall All Graduates	6 (0.1%)	1,080 (18.8%)	410 (7.1%)	925 (16.1%)	2,393 (41.7%)	261 (4.5%)	54 (0.9%)	572 (10.0%)	19 (0.3%)	18 (0.3%)	5,738 (100.0%)

dents in 2002. By a substantial margin, the greatest percentage were in Social Sciences, Education and Government Services occupations (41.7%), followed distantly by Business, Finance and Administrative (18.8%). Differences amongst graduates from the various universities undoubtedly bear some relation to the types and size of programs offered at these institutions.

D. Employment Earnings

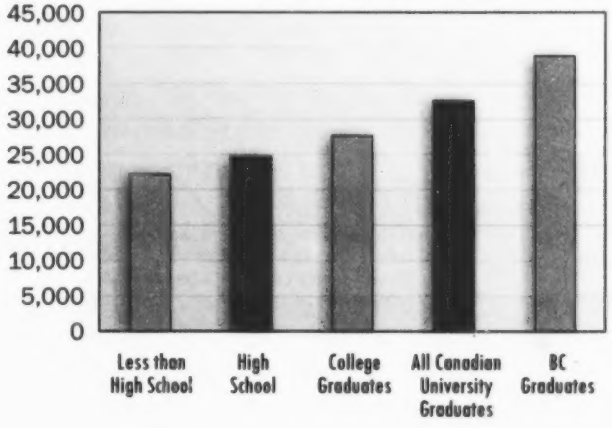
As in all other studies of earnings of university graduates, this survey illustrates the superior earnings of university graduates. Two years after graduation, for roughly comparable age groupings (25-29), BC university graduates earn 58% more than those with only high school education, and 41% more than those with only a college education (figure 4). Figure 4 also shows a significantly higher average income for BC graduates over the national average a difference perhaps reflecting some response bias in the study, since the 20% difference is difficult to explain in terms of provincial differences in the groups. For comparability with census data, the average includes about 20% who are working part-time.

Even with the significantly higher employment incomes of university graduates, these statistics represent only a snapshot taken two years after graduation. Perhaps the most significant feature of the earnings profile for university graduates is the steady growth in lifetime earnings. Between the beginning and end of the career of a university graduate, employment earnings in real terms increases by 90%, versus 40% for those with lower levels of education (2001 Census of Population, Statistics Canada). Hence this survey, two years after graduation, is certainly an underestimate of the increased earnings due to university graduation.

Two other very significant features of the income profiles of university graduates are shown in figure 5. First, there is very substantial variation by discipline, and second, a consistent differential by gender. (Note: Rather than the mean earnings shown in figure 4 for comparability purposes, figure 5 shows median earnings as medians are most appropriate for salary comparisons, where extremes can often distort the means.)

The earnings differential by gender over all disciplines is about 15%, a finding which is both persistent over the years in which this survey has been conducted, and consistent with most other labour market surveys. When differences in the distribution between men and women among disciplines are taken into account (ie., women are less likely to be graduates of the higher earning fields like Computing Science and Engineering, for example), the differential is reduced to approximately 8%. Again, about half of the

Figure 4. Average Employment Earnings (Age 25-29) by Education Level



Source: UBGS Survey and Statistics Canada

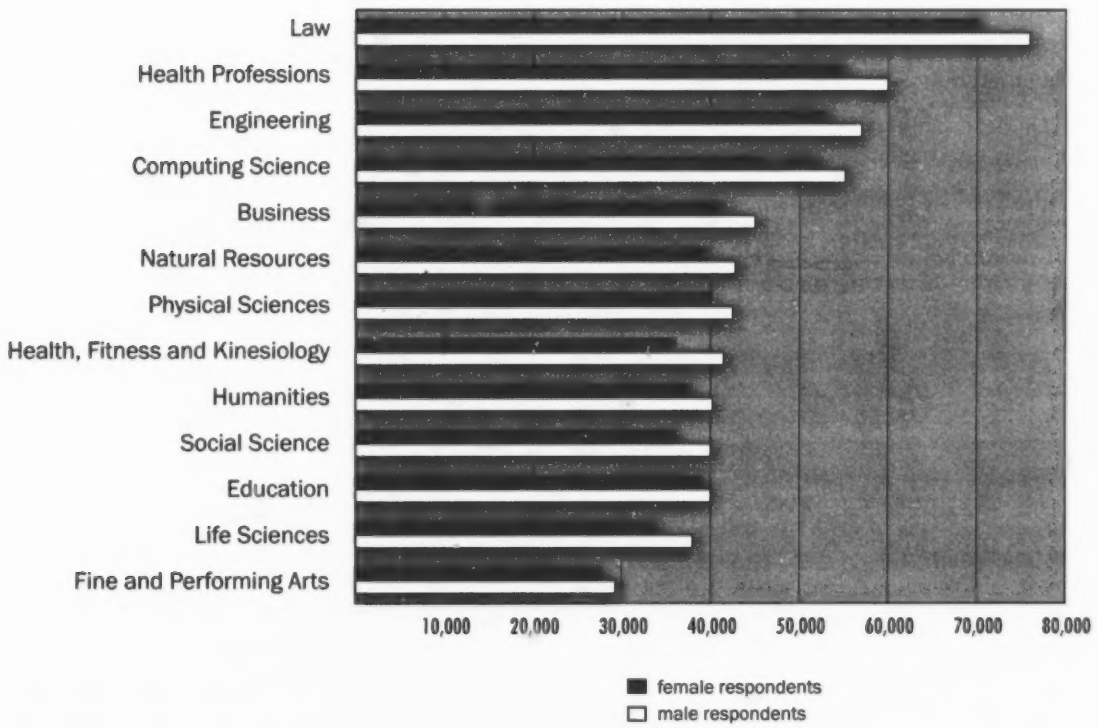
gender earnings differential can be explained by job related factors (though in this case not by experience, since all graduated two years ago).

The variation by discipline ranges from a high of over $70,000 annually for Law graduates, to a low of less than $30,000 annually for Fine Arts graduates. The median salary is $40,500.

The ranking of median salaries by discipline, as well as the medians themselves, are fairly stable over time, increasing in a predictable way with inflation. However, since the 1998 cohort was surveyed in 2000, Education and Computing Science have fallen to lower rankings; Education has dropped from 8th to 11th, and Computing Science from 2nd to 4th. Both trends reflect the changes in economic conditions for these professions.

Despite the wide disparities in earnings by discipline, graduates do not seem to regret their choices. The relationships between graduates' earnings and both satisfaction with education and whether or not the graduate would take the same program again are statistically significant, but very small (R2 = .006 and .005 respectively). While this survey was not designed to investigate job satisfaction and its relation to education, it does suggest that earnings after graduation do not have a major impact on graduates' retrospective perceptions or satisfaction with their university education.

Figure 5. Median Earnings of Full-time Employed BC University Graduates



E. Earnings of Aboriginals, Disabled, and Visible Minorities

Having established such a clear relationship between graduates' earnings and their discipline and gender, an investigation of the relationship between earnings and minority, Aboriginal or disability status is more complicated. That is, the analysis must control for the differential distributions of minorities among the disciplines and gender before making comparisons. The results of such an analysis are shown in the form a regression analysis in table 41.

There is no statistically significant effect on earnings due to Aboriginal status or disability status once gender and discipline are controlled for (106 respondents reported as Aboriginal; 116 reported a disability). There is a small but statistically significant effect on earnings due to visible minority status (1,177 respondents). Controlling for the other factors, visible minorities earn $2,200 less than non-visible minorities.

Table 41: Tests of Between-Subjects Effects

Dependent Variable: TOTL_SAL Derived variable for Total Income from Main Job

Source	df	F	Sig.	Partial Eta Squared
Corrected Model	16	84.77	0.00000	0.241
Intercept	1	1604.14	0.00000	0.273
Gender	1	98.65	0.00000	0.023
Discipline	12	93.83	0.00000	0.209
Aboriginal	1	0.01	0.93441	0.000
Visible minority	1	14.10	0.00018	0.003
Disability	1	0.70	0.40329	0.000
Error	4267			
Total	4284	*Adjusted R-squared=0.238*		
Corrected Total	4293			

IX. Experience of Aboriginal Graduates

(see Appendix A for all related tables)

Much has been written on the social and economic challenges which face many within BC's Aboriginal community. Although education has long been viewed as a key to helping improve the well-being of Aboriginal people, the unfortunate reality is that relatively few Aboriginal students are found within BC's universities. As previously discussed (see section III.E.), only 2.3% of the 2000 graduate cohort self-identified as Aboriginal whereas 4.4% of BC's population identified as Aboriginal persons in 2001 (Statistics Canada).

As a group, there are more females among the Aboriginal graduates (72.4%, compared to 60.9% of all graduates), they are older (52.7% aged 30 or older, compared to 25.2% of all graduates), and they tend to reside in areas outside the Lower Mainland after graduation (27% less live in the Lower Mainland, and 13.6% more in the Far North). Generally equal percentages have attended UVIC, UBC and SFU, with approximately half that percentage at UNBC and very few at RRU, with little to no differences in the academic programs from which they have graduated.

At the same time, the data very clearly shows that BC's Aboriginal graduates feel just as positively about their university experience as their non-Aboriginal peers. In fact, as a group they have a lower rate of unemployment (1.1 percentage points lower), have fewer graduates with incomes below $40,000 per year (46.2%, compared to 54.6% of all graduates), and more in professional positions two years after degree completion (74.9%, compared to 66.4% of all graduates). During their

university years, almost no Aboriginal graduates cited having to work as a reason for delaying their completion time (2.9% of responses given, 8 percentage points less than average), whereas far more reasons pertained to personal/family matters (20.3%, compared to 8.9% for all graduates). Over 1/3 of Aboriginal respondents (35.9%) indicated that First Nations Funding was their primary funding source, and fewer relied upon employment (12.9%, compared to 25.9% of all graduates), family and friends (11.2%, compared to 25.8% of all graduates), and student loans (22.9%, compared to 27.7% of all graduates). In terms of student debt, approximately half the Aboriginal graduates incurred some student debt, paralleling the overall group, although approximately 5% more had debt in excess of $20,000.

X. Experience of Disabled Graduates

(see Appendix B for all related tables)

Like the Aboriginal graduates, individuals with disabilities often feel marginalized within society and face greater challenges than most in obtaining a post-secondary education. As a group, only 3.3% of survey participants identified themselves as having a long-term physical or mental health condition that limits their daily activities (see section III.E.).

The disabled respondents mirror the overall group with respect to gender breakdown, the university which they attended and the degree programs they completed, and their residence at the time of the survey. However, like the Aboriginal graduates they tend to be older (46.7% aged 30 or older, compared to 25.2% of all graduates).

Furthermore, their satisfaction levels on virtually all aspects of their university experience parallel those of the non-disabled graduates, despite the fact that 47.2% took longer to complete their degree than originally expected (compared to 34.2% of all graduates). When asked to specify the reason for this delay, 26.0% of responses given related to personal/family matters, much higher than for the overall group (8.9%) and similar to the experience of Aboriginal graduates (20.3%). Furthermore, 5.5% more disabled graduates incurred debt as a result of their education, with more relying on student loans to finance their studies (35%, compared to 27.7% of all graduates).

Two years after finishing their degrees, the unemployment rate for disabled graduates is 10.2%, 4.4 percentage points higher than that of all graduates. Unfortunately, permanent unemployment due to illness or disability was the reason most often given by this group for their not having jobs (16.9%, compared to 1.3% of all graduates). For those who were working, more disabled graduates were self-employed (14.4%) than the overall group (5.4%), and as a group their incomes were lower, with 63.5% earning salaries below $40,000 per year (compared to 54.6% of overall group).

XI. Conclusion and Recommendations

The results of this survey confirm the positive impact of a baccalaureate education for graduates of BC's public universities. Two years after completing their degrees, 95.6% of the year 2000 graduates indicate that they are satisfied with their university education, and 95.5% rate the quality of instruction they received as good/very good. Furthermore, most felt that their core academic program had been effective in giving them a comprehensive understanding of their field of study (88.4%) and have found the knowledge, skills and abilities obtained from their university program to be useful in their work (88.1%) and daily lives (84.2%). And while almost one-half of the graduates incurred some debt to finance their education, the data shows that those who obtained student loans have made good progress in repaying them after two years.

For most university students, obtaining a rewarding and lucrative job upon graduation is an important goal, articulated by many of the individuals who participated in this survey. With an unemployment rate of 5.8%, the group is faring somewhat better than the Canadian average of 7.7% (Statistics Canada), and over half are in jobs labeled as "professional" within the skill level matrix. The results also provide further evidence of the superior earnings of university graduates, with this group earning 58% more than British Columbians who have only obtained high school graduation. And while this study reflects a very small period post-graduation, other data shows that university graduates' income will increase by 90% between the beginning and end of their career, compared to 40% for those with lower levels of education (2001 Census of Population, Statistics Canada).

While these results speak positively about the high quality education BC's university students are obtaining, the data does reveal some interesting aspects of the baccalaureate experience and graduates' experiences beyond university which are worthy of further examination.

(1) Many of the survey participants described a connectedness between their class sizes and the quality of education they had received. In almost all cases, graduates felt that large class sizes negatively affected their classroom experience, whereas smaller classes (most often spoken of by graduates of UNBC or RRU) provided more opportunities for close contact with professors and high-level interaction with other students. A review of participants' comments reveals how strongly many graduates feel about the detrimental effect of large classes, particularly for those from the three larger universities represented, a topic which will undoubtedly continue to receive focused attention both inside and outside of our universities.

(2) Over one-third of respondents took longer to complete their degrees than they had originally expected, although this result varied substantially by institution. When respondents were asked to provide reasons for this extended time-to-completion, they spoke of a wide range of circumstances, further indication of the many factors influencing student lives. The most common reason was involvement in co-operative education (12.4%), followed by financial reasons such as having to work (10.9%) and changes to students' academic programs, such as a change of major or area of specialization (9.0%).

None of these reasons, in themselves, is unusual or surprising. For example, many students change their major as they take new courses and develop academic focus, and co-operative education, although extending the time frame of many programs, provides students with valuable job-related experience and financial support. The fact that many students have to work to cover their university costs is also expected. Nevertheless, it would be worthwhile to look at how much longer graduates took to complete their degrees than originally anticipated, not only for the personal effect on their ability to enter the workforce or continue on with academic studies, but also for the institutional impact.

(3) Although graduates provided an almost unanimous endorsement of their educational experience, with 95.6% rating it as "good" or "very good," significantly less would select the same program again (76.3%). The primary reason given was a lack of career opportunities/inability to find a job (22.2%), followed by changed interests (16.3%). In comparison, very few spoke of reasons related to the quality of teaching they had experienced or the courses they had taken. However, these results vary greatly when we consider the type of program taken. For example, only 2.2% of the responses given by Health Professions graduates and 7.3% by Education graduates refer to a lack of career opportunities/inability to find a job, compared to 29.9% for Social Sciences graduates and 36.0% for Natural Resources graduates. Similarly, only 5.4% of the reasons given by Education graduates related to changed interests, contrasted by 26.0% of the responses for Physical Sciences graduates. This information will be of interest to faculty and administrators from the various academic areas.

(4) Participants repeatedly spoke of the importance of obtaining practical experience and job-related skills as part of their baccalaureate education. And yet, only 45.3% had participated in either paid or unpaid work experience during their program. A comparison by program area again shows a substantial range, from a low of 22.4% of Humanities graduates to a high of 80.4% of Health Professions graduates. Most of BC's universities are already providing, and in some cases increasing, the breadth and quantity of co-operative education programs for their students. Based on these results, it's clear that students want more opportunities to obtain work experience, and administrators may want to look specifically at those program areas where co-operative education and other work opportunities are less prevalent.

(5) Almost one-third of participants in this survey were in jobs unrelated to their degree program two years after graduating. And yet, interesting results emerge when we compare this outcome by program area with whether or not graduates would take the same program again. For example, 40.3% of Fine and Performing Arts graduates describe their main job as being not at all/not very related to their degree program, and yet 74.3% would select the same program again. One might hypothesize that many of these individuals entered Fine and Performing Arts based less on a job-related outcome than on a personal interest in their art. Like Fine and Performing Arts graduates,

43.2% of Life Sciences graduates feel that their main job is not at all/not very related to their degree program, but significantly less (64.3%) would select the same program again.

Another interesting case study exists for Computing Science graduates. These participants have an unemployment rate of 11.7%, four percentage points higher than the Canadian average, and almost all are in primary jobs related to their degree program (8.1% not at all/not very related). Despite this relative lack of employment, these graduates are the most likely to select the same program again (88.2%). Clearly, there are many complex factors that affect and connect student satisfaction and labour market success, ranging from personal motivators which may lead students to complete programs with more limited labour market opportunities, to external influencers such as labour market economy which can thwart graduates' abilities to gain employment. The possibilities for analysis and discussion in this area are limitless and should continue to be an ongoing aspect of our institutional research.

(6) The analysis of the 2002 survey results paid closer attention to the outcomes for Aboriginal and disabled graduates, two groups with very limited representation in our university population (2.3% identified as being Aboriginal, 3.3% as disabled). Despite the obvious challenges that face both groups in beginning and completing baccalaureate degrees, those graduates surveyed from both groups spoke positively about their university experience. In particular, the Aboriginal graduates have enjoyed high levels of employment (unemployment rate 1.1 percentage points lower than the overall group), with higher earnings and more graduates in professional positions than for the overall group.

Like our Aboriginal students, those with disabilities face greater hurdles in obtaining a post-secondary education, and as a group they are older than the overall group. Almost half took longer to complete their degree than originally expected (47.2%), the majority for personal/family reasons (28.4%). For this group, employment after graduation presents a greater challenge than for the overall group, with 10.2% unemployed at the time of the survey.

Clearly, despite the barriers facing our disabled and Aboriginal students, both during and after graduation, there are individual and overall social benefits to their completion of baccalaureate degrees. Therefore, BC's universities must continue their efforts to eliminate as many of these barriers as possible in order to help greater numbers from these and other equity groups to obtain university degrees.

XII. Works Cited

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XIII. Appendices

Appendix A: Aboriginal Students

Appendix A-1: Satisfaction with Education Received for Aboriginal Graduates

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Total
RRU Aboriginal Graduates				1 (100.0%)	1 (100.0%)
SFU Aboriginal Graduates			19 (42.2%)	26 (57.8%)	45 (100.0%)
UBC Aboriginal Graduates	1 (2.0%)	4 (8.2%)	31 (63.3%)	13 (26.5%)	49 (100.0%)
UNBC Aboriginal Graduates	1 (4.5%)	1 (4.5%)	11 (50.0%)	9 (40.9%)	22 (100.0%)
UVIC Aboriginal Graduates		1 1.90%	34 64.20%	18 34.00%	53 100.00%
Overall Aboriginal Graduates	2 (1.2%)	6 (3.5%)	95 (55.9%)	67 (39.4%)	170 (100.0%)
Overall All Graduates	42 (0.6%)	279 (3.8%)	4,490 (60.8%)	2,572 (34.8%)	7,383 (100.0%)

Appendix A-2: Rating of Quality of Course Instruction for Aboriginal Graduates

	Very Poor	Poor	Good	Very Good	Total
RRU Aboriginal Graduates		1 (100.0%)		1 (100.0%)	
SFU Aboriginal Graduates		22 (48.9%)	23 (51.1%)	45 (100.0%)	
UBC Aboriginal Graduates	3 (6.1%)	29 (59.2%)	17 (34.7%)	49 (100.0%)	3 (6.1%)
UNBC Aboriginal Graduates		12 (54.5%)	10 (45.5%)	22 (100.0%)	
UVIC Aboriginal Graduates	2 (3.8%)	30 (57.7%)	20 (38.5%)	52 (100.0%)	2 (3.8%)
Overall Aboriginal Graduates	5 (3.0%)	94 (55.6%)	70 (41.4%)	169 (100.0%)	5 (3.0%)
Overall All Graduates	16 (0.2%)	314 (4.3%)	4,795 (65.3%)	2,219 (30.2%)	7,344 (100.0%)

Appendix A-3: Would Aboriginal Graduates Select the Same Program Again?

	Yes	No	Total
RRU Aboriginal Graduates	1 (100.0%)		1 (100.0%)
SFU Aboriginal Graduates	40 (93.0%)	3 (7.0%)	43 (100.0%)
UBC Aboriginal Graduates	31 (64.6%)	17 (35.4%)	48 (100.0%)
UNBC Aboriginal Graduates	18 (81.8%)	4 (18.2%)	22 (100.0%)
UVIC Aboriginal Graduates	33 (64.7%)	18 (35.3%)	51 (100.0%)
Overall Aboriginal Graduates	123 (74.5%)	42 (25.5%)	165 (100.0%)
Overall All Graduates	5,511 (76.3%)	1,710 (23.7%)	7,221 (100.0%)

Appendix A-4: Reasons For Not Selecting the Same Program Again (Aboriginal Graduates)

	Program too generalized; not enough specialization	Interests have changed	Little or no career opps; hard to find a job	Not enough course variety	Skills acquired not very useful	Courses poorly taught	Courses not practical	Do not agree with grading system	Other	Refused	Don't Know	Total
RRU Aboriginal Graduates												
SFU Aboriginal Graduates	1 (25.0%)	2 (50.0%)	1 (25.0%)									4 (100.0%)
UBC Aboriginal Graduates	4 (13.3%)	2 (6.7%)	4 (13.3%)	2 (6.7%)	2 (6.7%)	1 (3.3%)	7 (23.3%)	1 (3.3%)	7 (23.3%)			40 (100.0%)
UNBC Aboriginal Graduates	1 (20.0%)		1 (20.0%)		1 (20.0%)	1 (20.0%)			1 (20.0%)			5 (100.0%)
UVIC Aboriginal Graduates	5 (19.2%)	5 (19.2%)	5 (19.2%)		1 (3.8%)	2 (7.7%)	5 (19.2%)		3 (11.5%)			26 (100.0%)
Overall Aboriginal Graduates	11 (16.9%)	9 (13.8%)	11 (16.9%)	2 (3.1%)	4 (6.2%)	4 (6.2%)	12 (18.5%)	1 (1.5%)	11 (16.9%)			65 (100.0%)
Overall All Graduates	323 (13.2%)	411 (16.8%)	542 (22.2%)	91 (3.7%)	172 (7.0%)	134 (5.5%)	408 (16.7%)	14 (0.6%)	349 (14.2%)	3 (0.1%)	3 (0.1%)	2,450 (100.0%)

Appendix A-5: Did It Take Longer to Complete Degree than Originally Expected?

	Yes	No	Don't Know	Refused	Total
RRU Aboriginal Graduates		1 (100.0%)			1 (100.0%)
SFU Aboriginal Graduates	11 (24.4%)	34 (75.6%)			45 (100.0%)
UBC Aboriginal Graduates	16 (32.7%)	33 (67.3%)			49 (100.0%)
UNBC Aboriginal Graduates	10 (45.5%)	12 (54.5%)			22 (100.0%)
UVIC Aboriginal Graduates	20 (37.7%)	33 (62.3%)			53 (100.0%)
Overall Aboriginal Graduates	57 (33.5%)	113 (66.5%)			170 (100.0%)
Overall All Graduates	2,527 (34.2%)	4,847 (65.6%)	11 (0.1%)	4 (0.1%)	7,389 (100.0%)

Appendix A-6: Reasons Degree Completion Took Longer than Expected

	Refused	Don't Know	Poor Academic Advising	Course Transfer Problems	Difficulty Choosing Courses or Major	Change of Major/ Program/ Area of Specialization	Completed Reqs for More than One Degree Program	Difficulty Getting Required Courses	Courses Offered at Inconvenient Times	Chose to Take More than Required Courses
RRU Aboriginal Graduates										
SFU Aboriginal Graduates								2 (13.3%)	1 (6.7%)	1 (6.7%)
UBC Aboriginal Graduates			2 (10.0%)	3 (15.0%)					2 (10.0%)	1 (5.0%)
UNBC Aboriginal Graduates				2 (18.2%)				1 (9.1%)	2 (18.2%)	2 (18.2%)
UVIC Aboriginal Graduates			1 (4.3%)	2 (8.7%)	2 (8.7%)	2 (8.7%)	1 (4.3%)			
Overall Aboriginal Graduates			3 (4.3%)	7 (10.1%)	2 (2.9%)	2 (2.9%)	1 (1.4%)	3 (4.3%)	5 (7.2%)	4 (5.8%)
Overall All Graduates	5 (0.2%)	11 (0.3%)	60 (1.8%)	116 (3.6%)	78 (2.4%)	292 (9.0%)	59 (1.8%)	223 (6.9%)	230 (7.1%)	174 (5.4%)

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Appendix A-6
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	Co-op Extended Comple-tion	Financial: Worked to Pay for Education	Studied Part-Time	Studied Through Distance Ed.	Personal/ Family Reasons	Took Time Off for Break	Time Off to Travel	Didn't Take Full Course Load	Poor Academic Performance	Other	Total
RRU Aboriginal Graduates											
SFU Aboriginal Graduates		1 (6.7%)	2 (13.3%)	2 (13.3%)	2 (13.3%)	2 (13.3%)		2 (13.3%)			15 (100.0%)
UBC Aboriginal Graduates					7 (35.0%)	1 (5.0%)		3 (15.0%)		1 (5.0%)	20 (100.0%)
UNBC Aboriginal Graduates	1 (9.1%)				1 (9.1%)	1 (9.1%)				1 (9.1%)	11 (100.0%)
UVIC Aboriginal Graduates	5 (21.7%)	1 (4.3%)		1 (4.3%)	4 (17.4%)	1 (4.3%)		2 (8.7%)		1 (4.3%)	23 (100.0%)
Overall Aboriginal Graduates	6 (8.7%)	2 (2.9%)	2 (2.9%)	3 (4.3%)	14 (20.3%)	5 (7.2%)		7 (10.1%)		3 (4.3%)	69 (100.0%)
Overall All Graduates	403 (12.4%)	355 (10.9%)	85 (2.6%)	29 (0.9%)	289 (8.9%)	151 (4.7%)	61 (1.9%)	281 (8.7%)	91 (2.8%)	251 (7.7%)	3,244 (100.0%)

Appendix A-7: Further Education Since Graduation

(Programs, Courses, Workshops, Seminars, Correspondence, Tutorials)

	Have Taken	Have Not Taken	Total
RRU Aboriginal Graduates	1 (100.0%)		1 (100.0%)
SFU Aboriginal Graduates	33 (73.3%)	12 (26.7%)	45 (100.0%)
UBC Aboriginal Graduates	40 (81.6%)	9 (18.4%)	49 (100.0%)
UNBC Aboriginal Graduates	17 (77.3%)	5 (22.7%)	22 (100.0%)
UVIC Aboriginal Graduates	42 (79.2%)	11 (20.8%)	53 (100.0%)
Overall Aboriginal Graduates	133 (78.2%)	37 (21.8%)	170 (100.0%)
Overall All Graduates	5,870 (79.4%)	1,519 (20.6%)	7,389 (100.0%)

Appendix A-8: Type of Further Education Being Taken

	Undergraduate Degree	Masters Degree	Doctoral Degree	College (Applied) Program Certification	Professional Association Certification	Other	Total
RRU Aboriginal Graduates		1 (100.0%)					1 (100.0%)
SFU Aboriginal Graduates	3 (37.5%)	1 (12.5%)		2 (25.0%)		2 (25.0%)	8 (100.0%)
UBC Aboriginal Graduates	4 (30.8%)	5 (38.5%)		1 (7.7%)	1 (7.7%)	2 (15.4%)	13 (100.0%)
UNBC Aboriginal Graduates	1 (14.3%)	2 (28.6%)		1 (14.3%)	1 (14.3%)	2 (28.6%)	7 (100.0%)
UVIC Aboriginal Graduates	3 (18.8%)	10 (62.5%)	1 (6.3%)		1 (6.3%)	1 (6.3%)	16 (100.0%)
Overall Aboriginal Graduates	11 (24.4%)	19 (42.2%)	1 (2.2%)	4 (8.9%)	3 (6.7%)	7 (15.6%)	45 (100.0%)
Overall All Graduates	524 (22.2%)	802 (34.0%)	202 (8.6%)	259 (11.0%)	411 (17.4%)	162 (6.9%)	2,360 (100.0%)

Appendix A-9: Currently Working at Paid Job or Business

	Yes	No	Total
RRU Aboriginal Graduates	1 (100.0%)		1 (100.0%)
SFU Aboriginal Graduates	36 (80.0%)	9 (20.0%)	45 (100.0%)
UBC Aboriginal Graduates	38 (77.6%)	11 (22.4%)	49 (100.0%)
UNBC Aboriginal Graduates	16 (72.7%)	6 (27.3%)	22 (100.0%)
UVIC Aboriginal Graduates	47 (88.7%)	6 (11.3%)	53 (100.0%)
Overall Aboriginal Graduates	138 (81.2%)	32 (18.8%)	170 (100.0%)
Overall All Graduates	5,923 (80.3%)	1,457 (19.7%)	7,380 (100.0%)

Appendix A-10: Paid Worker or Self-Employed

	Paid Worker	Self-Employed	Both	Total
RRU Aboriginal Graduates	1 (100.0%)			1 (100.0%)
SFU Aboriginal Graduates	35 (97.2%)		1 (2.8%)	36 (100.0%)
UBC Aboriginal Graduates	36 (94.7%)	1 (2.6%)	1 (2.6%)	38 (100.0%)
UNBC Aboriginal Graduates	14 (87.5%)		2 (12.5%)	16 (100.0%)
UVIC Aboriginal Graduates	43 (91.5%)	1 (2.1%)	3 (6.4%)	47 (100.0%)
Overall Aboriginal Graduates	129 (93.5%)	2 (1.4%)	7 (5.1%)	138 (100.0%)
Overall All Graduates	5,379 (90.8%)	321 (5.4%)	223 (3.8%)	5,923 (100.0%)

Appendix A-11: Relatedness of Main Job to Degree Program

	Not At All Related	Not Very Related	Somewhat Related	Very Related	Total
RRU Aboriginal Graduates			**1 (100.0%)**		**1 (100.0%)**
SFU Aboriginal Graduates	1 (2.8%)	4 (11.1%)	11 (30.6%)	20 (55.6%)	36 (100.0%)
UBC Aboriginal Graduates	**3 (7.9%)**	**3 (7.9%)**	**6 (15.8%)**	**26 (68.4%)**	**38 (100.0%)**
UNBC Aboriginal Graduates	3 (18.8%)	1 (6.3%)	5 (31.3%)	7 (43.8%)	16 (100.0%)
UVIC Aboriginal Graduates	**9 (19.1%)**	**5 (10.6%)**	**13 (27.7%)**	**20 (42.6%)**	**47 (100.0%)**
Overall Aboriginal Graduates	16 (11.6%)	13 (9.4%)	36 (26.1%)	73 (52.9%)	138 (100.0%)
Overall All Graduates	993 (16.8%)	643 (10.9%)	1,564 (26.4%)	2,721 (46.0%)	5,921 (100.0%)

Appendix A-12: Usefulness of Knowledge, Skills and Abilities Acquired During Education in Work

	Not At All Useful	Not Very Useful	Somewhat Useful	Very Useful	Total
RRU Aboriginal Graduates				**1 (100.0%)**	**1 (100.0%)**
SFU Aboriginal Graduates		1 (2.8%)	17 (47.2%)	18 (50.0%)	36 (100.0%)
UBC Aboriginal Graduates		**3 (7.9%)**	**16 (42.1%)**	**19 (50.0%)**	**38 (100.0%)**
UNBC Aboriginal Graduates	1 (6.3%)	2 (12.5%)	3 (18.8%)	10 (62.5%)	16 (100.0%)
UVIC Aboriginal Graduates	**1 (2.1%)**	**4 (8.5%)**	**19 (40.4%)**	**23 (48.9%)**	**47 (100.0%)**
Overall Aboriginal Graduates	2 (1.4%)	10 (7.2%)	55 (39.9%)	71 (51.4%)	138 (100.0%)
Overall All Graduates	175 (3.0%)	533 (9.0%)	2,728 (46.2%)	2,474 (41.9%)	5,910 (100.0%)

Appendix A-13: Usefulness of Knowledge, Skills and Abilities Acquired During Education in Day-To-Day Life

	Not At All Useful	Not Very Useful	Somewhat Useful	Very Useful	Total
RRU Aboriginal Graduates			**1 (100.0%)**		**1 (100.0%)**
SFU Aboriginal Graduates		6 (16.7%)	18 (50.0%)	12 (33.3%)	36 (100.0%)
UBC Aboriginal Graduates	**1 (2.6%)**	**3 (7.9%)**	**26 (68.4%)**	**8 (21.1%)**	**38 (100.0%)**
UNBC Aboriginal Graduates		2 (12.5%)	10 (62.5%)	4 (25.0%)	16 (100.0%)
UVIC Aboriginal Graduates		**7 (14.9%)**	**22 (46.8%)**	**18 (38.3%)**	**47 (100.0%)**
Overall Aboriginal Graduates	1 (0.7%)	18 (13.0%)	77 (55.8%)	42 (30.4%)	138 (100.0%)
Overall All Graduates	145 (2.5%)	792 (13.4%)	3,290 (55.7%)	1,683 (28.5%)	5,910 (100.0%)

Appendix A-14: Primary Reason Graduate Not Currently Employed

	RRU Aboriginal Graduates	SFU Aboriginal Graduates	UBC Aboriginal Graduates	UNBC Aboriginal Graduates	UVIC Aboriginal Graduates	Overall Aboriginal Graduates	Overall All Graduates
Permanent Unemployed (Illness or Disability)			2 (18.2%)			2 (6.3%)	19 (1.3%)
Temporary Layoff				1 (16.7%)	1 (16.7%)	2 (6.3%)	67 (4.6%)
Casual PT Worker							3 (0.2%)
Lost or Quit Job							76 (5.2%)
Can't Find Work/ Lack of Opps.				1 (16.7%)	1 (16.7%)	2 (6.3%)	123 (8.4%)
Going to School Full-Time		3 (33.3%)	7 (63.6%)	4 (66.7%)	2 (33.3%)	16 (50.0%)	794 (54.5%)
Caring for Children Full-Time		1 (11.1%)	2 (18.2%)		1 (16.7%)	4 (12.5%)	50 (3.4%)
Going to School Part-Time							34 (2.3%)
Other Personal/ Family Resp.							33 (2.3%)
Personal Preference		1 (11.1%)				1 (3.1%)	25 (1.7%)
Retired							11 (0.8%)
On Leave of Absence from Job							27 (1.9%)
Lack Skills for Job Wanted		1 (11.1%)				1 (3.1%)	25 (1.7%)
Other		3 (33.3%)			1 (16.7%)	4 (12.5%)	92 (6.3%)
Just Finished School							32 (2.2%)
Recently Returned to Canada							42 (2.9%)
Awaiting Work Visa							2 (0.1%)
Don't Know/ Refused							1 (0.1%)
Total		9 (100.0%)	11 (100.0%)	6 (100.0%)	6 (100.0%)	32 (100.0%)	1,456 (100.0%)

Appendix A-15: Unemployment Rate

	SFU Aboriginal Graduates	UBC Aboriginal Graduates	UNBC Aboriginal Graduates	UVIC Aboriginal Graduates	Overall Aboriginal Graduates	Overall All Graduates
(A) Working	38	39	16	48	142	6,018
(B) Not Working But Looking	1	0	3	3	7	373
(C) Not Working And Not Looking	6	10	3	2	21	989
B/(A+B) = Unemployment Rate	2.6%	0.0%	15.8%	5.9%	4.7%	5.8%

Appendix A-16: Primary Source of Funding During Bachelors Degree

	Personal Savings	Employ -ment	Family/ Friends	Bank Loans	Student Loans	Scholar-ships/ Bursaries	First Nations Funding	Co-op. Edu-cation	Other	Total
RRU Aboriginal Graduates	1 (100.0%)									1 (100.0%)
SFU Aboriginal Graduates	3 (6.7%)	6 (13.3%)	8 (17.8%)	2 (4.4%)	9 (20.0%)	1 (2.2%)	16 (35.6%)			45 (100.0%)
UBC Aboriginal Graduates	2 (4.1%)	4 (8.2%)	6 (12.2%)	1 (2.0%)	9 (18.4%)	7 (14.3%)	19 (2.0%)		1 (2.0%)	49 (100.0%)
UNBC Aboriginal Graduates	1 (4.5%)	3 (13.6%)	3 (13.6%)		8 (36.4%)	1 (4.5%)	6 (27.3%)			22 (100.0%)
UVIC Aboriginal Graduates	4 (7.5%)	9 (17.0%)	2 (3.8%)		13 (24.5%)	2 (3.8%)	20 (37.7%)	1 (1.9%)	2 (3.8%)	53 (100.0%)
Overall Aboriginal Graduates	11 (6.5%)	22 (12.9%)	19 (11.2%)	3 (1.8%)	39 (22.9%)	11 (6.5%)	61 (35.9%)	1 (0.6%)	3 (1.8%)	170 (100.0%)
Overall All Graduates	668 (9.1%)	1,910 (25.9%)	1,878 (25.5%)	70 (1.0%)	2,041 (27.7%)	473 (6.4%)	61 (0.8%)	172 (2.3%)	88 (1.2%)	7,361 (100.0%)

Appendix A-17: Financial Debt Incurred to Pay for Bachelors Degree

	$0	$1-4,999	$5,000-9,999	$10,000-14,999	$15,000-19,999	$20,000-24,999	$25,000-29,999	$30,000-34,999	$35,000-39,999	$40,000+	Total
RRU Aboriginal Graduates	1 (100.0%)										1 (100.0%)
SFU Aboriginal Graduates	27 (62.8%)	1 (2.3%)	1 (2.3%)	4 (9.3%)	1 (2.3%)	5 (11.6%)		1 (2.3%)		3 (7.0%)	43 (100.0%)
UBC Aboriginal Graduates	22 (47.8%)	4 (8.7%)	1 (2.2%)	5 (10.9%)	2 (4.3%)	2 (4.3%)	1 (2.2%)	4 (8.7%)	2 (4.3%)	3 (6.5%)	46 (100.0%)
UNBC Aboriginal Graduates	9 (42.9%)		2 (9.5%)	2 (9.5%)		1 (4.8%)	1 (4.8%)	2 (9.5%)	2 (9.5%)	2 (9.5%)	21 (100.0%)
UVIC Aboriginal Graduates	22 (44.0%)		3 (6.0%)	9 (18.0%)	4 (8.0%)	3 (6.0%)	3 (6.0%)	3 (6.0%)	2 (4.0%)	1 (2.0%)	50 (100.0%)
Overall Aboriginal Graduates	81 (50.3%)	5 (3.1%)	7 (4.3%)	20 (12.4%)	7 (4.3%)	11 (6.8%)	5 (3.1%)	10 (6.2%)	6 (3.7%)	9 (5.6%)	161 (100.0%)
Overall All Graduates	3,819 (53.2%)	311 (4.3%)	560 (7.8%)	603 (8.4%)	440 (6.1%)	397 (5.5%)	283 (3.9%)	288 (4.0%)	134 (1.9%)	349 (4.9%)	7,184 (100.0%)

Appendix A-18: Income

	$0 - $19,999	$20,000 - $39,999	$40,000 - $59,999	$60,000 - $79,999	$80,000 - $99,999	$100,000+	Total
RRU Aboriginal Graduates				1 (100.0%)			1 (100.0%)
SFU Aboriginal Graduates	4 (11.4%)	12 (34.3%)	16 (45.7%)	3 (8.6%)			35 (100.0%)
UBC Aboriginal Graduates		14 (38.9%)	18 (50.0%)	4 (11.1%)			36 (100.0%)
UNBC Aboriginal Graduates	1 (7.1%)	4 (28.6%)	6 (42.9%)	3 (21.4%)			14 (100.0%)
UVIC Aboriginal Graduates	7 (15.2%)	19 (41.3%)	14 (30.4%)	5 (10.9%)	1 (2.2%)		46 (100.0%)
Overall Aboriginal Graduates	12 (9.1%)	49 (37.1%)	54 (40.9%)	16 (12.1%)	1 (0.8%)		132 (100.0%)
Overall All Graduates	804 (14.5%)	2,223 (40.1%)	1,782 (32.2%)	506 (9.1%)	124 (2.2%)	101 (1.8%)	5,540 (100.0%)

Appendix A-19: Skill Level

	Management	Professional Occupations	Technical, Paraprofessional & Skilled Occupations	Intermediate Occupations	Labouring & Elemental Occupations	Total
RRU Aboriginal Graduates		1 (100.0%)				1 (100.0%)
SFU Aboriginal Graduates	1 (2.9%)	26 (74.3%)	5 (14.3%)	3 (8.6%)		35 (100.0%)
UBC Aboriginal Graduates		31 (81.6%)	4 (10.5%)	3 (7.9%)		38 (100.0%)
UNBC Aboriginal Graduates	2 (13.3%)	8 (53.3%)	3 (20.0%)	2 (13.3%)		15 (100.0%)
UVIC Aboriginal Graduates	1 (2.2%)	31 (67.4%)	9 (19.6%)	4 (8.7%)	1 (2.2%)	46 (100.0%)
Overall Aboriginal Graduates	4 (3.0%)	97 (71.9%)	21 (15.6%)	12 (8.9%)	1 (0.7%)	135 (100.0%)
Overall All Graduates	162 (2.8%)	3,652 (63.6%)	1,080 (18.8%)	778 (13.6%)	66 (1.2%)	5,738 (100.0%)

Appendix A-20: Skill Type

	Management	Business, Finance & Administrative	Health	Natural & Applied Sciences & Related	Social Science, Education & Govt Services	Art, Culture, Recreation & Sport	Trades, Transport & Equipment Operators	Sales and Service	Primary Industry	Processing, Manufacturing & Utilities	Total
RRU Aboriginal Graduates					1 (100.0%)						1 (100.0%)
SFU Aboriginal Graduates		5 (14.3%)		3 (8.6%)	24 (68.6%)	1 (2.9%)		2 (5.7%)			35 (100.0%)
UBC Aboriginal Graduates		4 (10.5%)	2 (5.3%)	6 (15.8%)	25 (65.8%)	1 (2.6%)					38 (100.0%)
UNBC Aboriginal Graduates		2 (13.3%)	3 (20.0%)	2 (13.3%)	5 (33.3%)			2 (13.3%)		1 (6.7%)	15 (100.0%)
UVIC Aboriginal Graduates		6 (13.0%)	2 (4.3%)	6 (13.0%)	28 (60.9%)		2 (4.3%)	2 (4.3%)			46 (100.0%)
Overall Aboriginal Graduates		17 (12.6%)	7 (5.2%)	17 (12.6%)	83 (61.5%)	2 (1.5%)	2 (1.5%)	6 (4.4%)		1 (0.7%)	135 (100.0%)
Overall All Graduates	6 (0.1%)	1,080 (18.8%)	410 (7.1%)	925 (16.1%)	2,393 (41.7%)	261 (4.5%)	54 (0.9%)	572 (10.0%)	19 (0.3%)	18 (0.3%)	5,738 (100.0%)

Appendix A-21: Gender of Graduates

	Female	Male	Total
RRU Aboriginal Graduates		1 (100.0%)	1 (100.0%)
SFU Aboriginal Graduates	36 (80.0%)	9 (20.0%)	45 (100.0%)
UBC Aboriginal Graduates	35 (71.4%)	14 (28.6%)	49 (100.0%)
UNBC Aboriginal Graduates	13 (59.1%)	9 (40.9%)	22 (100.0%)
UVIC Aboriginal Graduates	39 (73.6%)	14 (26.4%)	53 (100.0%)
Overall Aboriginal Graduates	123 (72.4%)	47 (27.6%)	170 (100.0%)
Overall All Graduates	4,496 (60.9%)	2,890 (39.1%)	7,386 (100.0%)

Appendix A-22: Age Range of Graduates

	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55+	Total
RRU Aboriginal Graduates			1 (100.0%)						1 (100.0%)
SFU Aboriginal Graduates		19 (42.2%)	10 (22.2%)	5 (11.1%)	4 (8.9%)	5 (11.1%)	1 (2.2%)	1 (2.2%)	45 (100.0%)
UBC Aboriginal Graduates	1 (2.2%)	23 (50.0%)	8 (17.4%)	6 (13.0%)	4 (8.7%)	2 (4.3%)	2 (4.3%)		46 (100.0%)
UNBC Aboriginal Graduates		7 (31.8%)	8 (36.4%)	2 (9.1%)	2 (9.1%)	1 (4.5%)	2 (9.1%)		22 (100.0%)
UVIC Aboriginal Graduates	2 (3.8%)	27 (50.9%)	11 (20.8%)	7 (13.2%)	1 (1.9%)	3 (5.7%)	2 (3.8%)		53 (100.0%)
Overall Aboriginal Graduates	3 (1.8%)	76 (45.5%)	38 (22.8%)	20 (12.0%)	11 (6.6%)	11 (6.6%)	7 (4.2%)	1 (0.6%)	167 (100.0%)
Overall All Graduates	751 (10.4%)	4,642 (64.4%)	925 (12.8%)	310 (4.3%)	205 (2.8%)	197 (2.7%)	114 (1.6%)	59 (0.8%)	7,203 (100.0%)

Appendix A-23: Academic Program Completed

	RRU Aboriginal Graduates	SFU Aboriginal Graduates	UBC Aboriginal Graduates	UNBC Aboriginal Graduates	UVIC Aboriginal Graduates	Overall Aboriginal Graduates	Overall All Graduates
Fine and Performing Arts		1 (2.2%)			1 (1.9%)	2 (1.2%)	232 (3.1%)
Computing Science			1 (2.0%)		2 (3.8%)	3 (1.8%)	259 (3.5%)
Engineering		9 (20.0%)	2 (4.1%)			2 (1.2%)	330 (4.5%)
Education			17 (34.7%)		6 (11.3%)	32 (18.8%)	1,032 (14.0%)
Law			5 (10.2%)		3 (5.7%)	8 (4.7%)	163 (2.2%)
Health Professions			3 (6.1%)	3 (13.6%)	1 (1.9%)	7 (4.1%)	377 (5.1%)
Health, Fitness, & Kinesiology		2 (4.4%)	3 (6.1%)			5 (2.9%)	231 (3.1%)
Business		3 (6.7%)	2 (4.1%)	4 (18.2%)	2 (3.8%)	11 (6.5%)	662 (9.0%)
Natural Resources	1 (100.0%)		2 (4.1%)	5 (22.7%)		8 (4.7%)	267 (3.6%)
Social Sciences		14 (31.1%)	4 (8.2%)	6 (27.3%)	30 (56.6%)	54 (31.8%)	1,995 (27.0%)
Humanities		15 (33.3%)	3 (6.1%)	4 (18.2%)	3 (5.7%)	25 (14.7%)	861 (11.7%)
Life Sciences		1 (2.2%)	5 (10.2%)		3 (5.7%)	9 (5.3%)	742 (10.0%)
Physical Sciences			2 (4.1%)		2 (3.8%)	4 (2.4%)	238 (3.2%)
Total	1 (100.0%)	45 (100.0%)	49 (100.0%)	22 (100.0%)	53 (100.0%)	170 (100.0%)	7,389 (100.0%)

Appendix A-24: Graduates Current Residence

	Lower Mainland/ Southwest	Southern Interior	Vancouver Island	Northern BC	Other Canadian Provinces	United States	Total
RRU Aboriginal Graduates					1 (100.0%)		1 (100.0%)
SFU Aboriginal Graduates	25 (56.8%)	1 (2.3%)	1 (2.3%)	13 (29.5%)	4 (9.1%)		44 (100.0%)
UBC Aboriginal Graduates	27 (55.1%)	8 (16.3%)	7 (14.3%)	1 (2.0%)	5 (10.2%)	1 (2.0%)	49 (100.0%)
UNBC Aboriginal Graduates	2 (10.5%)	1 (5.3%)	1 (5.3%)	13 (68.4%)	2 (10.5%)		19 (100.0%)
UVIC Aboriginal Graduates	10 (19.2%)	6 (11.5%)	23 (44.2%)	4 (7.7%)	8 (15.4%)	1 (1.9%)	52 (100.0%)
Overall Aboriginal Graduates	64 (38.8%)	16 (9.7%)	32 (19.4%)	31 (18.8%)	20 (12.1%)	2 (1.2%)	165 (100.0%)
Overall All Graduates	4,828 (65.8%)	329 (4.5%)	975 (13.3%)	378 (5.2%)	703 (9.6%)	123 (1.7%)	7,336 (100.0%)

Appendix A-25: University Attended

	Royal Roads University	Simon Fraser University	University of British Columbia	University of Northern British Columbia	University of Victoria	Total
Overall Aboriginal Graduates	1 (0.6%)	45 (26.5%)	49 (28.8%)	22 (12.9%)	53 (31.2%)	170 (100.0%)

Appendix B: Disabled Students

Appendix B-1: Satisfaction with Education Received (Disabled Graduates)

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Total
RRU Disabled Graduates			1 (20.0%)	4 (80.0%)	5 (100.0%)
SFU Disabled Graduates		2 (2.8%)	43 (60.6%)	26 (36.6%)	71 (100.0%)
UBC Disabled Graduates	2 (2.0%)	7 (6.9%)	55 (53.9%)	38 (37.3%)	102 (100.0%)
UNBC Disabled Graduates			5 (71.4%)	2 (28.6%)	7 (100.0%)
UVIC Disabled Graduates		7 (11.7%)	31 (51.7%)	22 (36.7%)	60 (100.0%)
Overall Disabled Graduates	2 (0.8%)	16 (6.5%)	135 (55.1%)	92 (37.6%)	245 (100.0%)
Overall All Graduates	42 (0.6%)	279 (3.8%)	4,490 (60.8%)	2,572 (34.8%)	7,383 (100.0%)

Appendix B-2: Rating of Quality of Course Instruction for Disabled Graduates

	Very Poor	Poor	Good	Very Good	Total
RRU Disabled Graduates			4 (80.0%)	1 (20.0%)	5 (100.0%)
SFU Disabled Graduates		2 (2.8%)	45 (63.4%)	24 (33.8%)	71 (100.0%)
UBC Disabled Graduates		6 (5.9%)	69 (67.6%)	27 (26.5%)	102 (100.0%)
UNBC Disabled Graduates			4 (57.1%)	3 (42.9%)	7 (100.0%)
UVIC Disabled Graduates		5 (8.3%)	33 (55.0%)	22 (36.7%)	60 (100.0%)
Overall Disabled Graduates		13 (5.3%)	155 (63.3%)	77 (31.4%)	245 (100.0%)
Overall All Graduates	16 (0.2%)	314 (4.3%)	4,795 (65.3%)	2,219 (30.2%)	7,344 (100.0%)

Appendix B-3: Would Graduates Select the Same Program Again? (Disabled Graduates)

	Yes	No	Total
RRU Disabled Graduates	3 (60.0%)	2 (40.0%)	5 (100.0%)
SFU Disabled Graduates	54 (78.3%)	15 (21.7%)	69 (100.0%)
UBC Disabled Graduates	76 (77.6%)	22 (22.4%)	98 (100.0%)
UNBC Disabled Graduates	5 (83.3%)	1 (16.7%)	6 (100.0%)
UVIC Disabled Graduates	38 (67.9%)	18 (32.1%)	56 (100.0%)
Overall Disabled Graduates	176 (75.2%)	58 (24.8%)	234 (100.0%)
Overall All Graduates	5,511 (76.3%)	1,710 (23.7%)	7,221 (100.0%)

Appendix B-4: Reasons For Not Selecting the Same Program Again (Disabled Graduates)

	Program too generalized; not enough specialization	Interests have changed	Little or no career opps; hard to find a job	Not enough course variety	Skills acquired not very useful	Courses poorly taught	Courses not practical	Do not agree with grading system	Other	Refused	Don't Know	Total
RRU Disabled Graduates	1 (33.3%)	1 (33.3%)	1 (33.3%)									3 (100.0%)
SFU Disabled Graduates	5 (19.2%)	2 (7.7%)	7 (26.9%)	1 (3.8%)	2 (7.7%)	1 (3.8%)	5 (19.2%)	1 (3.8%)	2 (7.7%)			26 (100.0%)
UBC Disabled Graduates	2 (6.9%)	5 (17.2%)	5 (17.2%)	1 (3.4%)		2 (6.9%)	7 (24.1%)		7 (24.1%)			29 (100.0%)
UNBC Disabled Graduates		1 (100.0%)										1 (100.0%)
UVIC Disabled Graduates	3 (11.5%)	3 (11.5%)	5 (19.2%)	2 (7.7%)	1 (3.8%)	1 (3.8%)	6 (23.1%)		5 (19.2%)			26 (100.0%)
Overall Disabled Graduates	11 (12.9%)	12 (14.1%)	17 (20.0%)	4 (4.7%)	3 (3.5%)	4 (4.7%)	18 (21.2%)	1 (1.2%)	15 (17.6%)			85 (100.0%)
Overall All Graduates	323 (13.2%)	411 (16.8%)	542 (22.2%)	91 (3.7%)	172 (7.0%)	134 (5.5%)	408 (16.7%)	14 (0.6%)	349 (14.2%)	3 (0.1%)	3 (0.1%)	2,450 (100.0%)

Appendix B-5: Did It Take Longer to Complete Degree than Originally Expected? (Disabled Graduates)

	Yes	No	Don't Know	Refused	Total
RRU Disabled Graduates		5 (100.0%)			5 (100.0%)
SFU Disabled Graduates	37 (51.4%)	35 (48.6%)			72 (100.0%)
UBC Disabled Graduates	40 (39.2%)	62 (60.8%)			102 (100.0%)
UNBC Disabled Graduates	3 (42.9%)	4 (57.1%)			7 (100.0%)
UVIC Disabled Graduates	36 (60.0%)	24 (40.0%)			60 (100.0%)
Overall Disabled Graduates	116 (47.2%)	130 (52.8%)			246 (100.0%)
Overall All Graduates	2,527 (34.2%)	4,847 (65.6%)	11 (0.1%)	4 (0.1%)	7,389 (100.0%)

Appendix B-6: Reasons Degree Completion Took Longer than Expected (Disabled Graduates)

	Refused	Don't Know	Poor Academic Advising	Course Transfer Problems	Difficulty Choosing Courses or Major	Change of Major/ Program/ Area of Specialization	Completed Reqs for More than One Degree Program	Difficulty Getting Required Courses	Courses Offered at Inconvenient Times	Chose to Take More than Required Courses
RRU Disabled Graduates										
SFU Disabled Graduates				2 (3.9%)		1 (2.0%)		4 (7.8%)	11 (21.6%)	3 (5.9%)
UBC Disabled Graduates	1 (2.2%)			3 (6.7%)	1 (2.2%)	4 (8.9%)	2 (4.4%)	2 (4.4%)	2 (4.4%)	2 (4.4%)
UNBC Disabled Graduates				1 (20.0%)		1 (20.0%)		1 (20.0%)	2 (40.0%)	
UVIC Disabled Graduates				2 (4.5%)	1 (2.3%)	4 (9.1%)		3 (6.8%)	3 (6.8%)	1 (2.3%)
Overall Disabled Graduates	1 (0.7%)			8 (5.5%)	2 (1.4%)	10 (6.8%)	2 (1.4%)	10 (6.8%)	18 (12.3%)	6 (4.1%)
Overall All Graduates	5 (0.2%)	11 (0.3%)	60 (1.8%)	116 (3.6%)	78 (2.4%)	292 (9.0%)	59 (1.8%)	223 (6.9%)	230 (7.1%)	174 (5.4%)

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	Co-op Extended Comple-tion	Financial: Worked to Pay for Education	Studied Part-Time	Studied Through Distance Ed.	Personal/ Family Reasons	Took Time Off for Break	Time Off to Travel	Didn't Take Full Course Load	Poor Academic Perfor-mance	Other	Total
RRU Disabled Graduates											
SFU Disabled Graduates	4 (7.8%)	7 (13.7%)			12 (23.5%)	1 (2.0%)	1 (2.0%)	3 (5.9%)		2 (3.9%)	51 (100.0%)
UBC Disabled Graduates	1 (2.2%)	3 (6.7%)			13 (28.9%)	3 (6.7%)		3 (6.7%)	2 (4.4%)	3 (6.7%)	45 (100.0%)
UNBC Disabled Graduates											5 (100.0%)
UVIC Disabled Graduates	2 (4.5%)	4 (9.1%)	1 (2.3%)		13 (29.5%)	1 (2.3%)		2 (4.5%)	2 (4.5%)	5 (11.4%)	44 (100.0%)
Overall Disabled Graduates	7 (4.8%)	14 (9.6%)	1 (0.7%)		38 (26.0%)	5 (3.4%)	1 (0.7%)	8 (5.5%)	4 (2.7%)	10 (6.8%)	145 (100.0%)
Overall All Graduates	403 (12.4%)	355 (10.9%)	85 (2.6%)	29 (0.9%)	289 (8.9%)	151 (4.7%)	61 (1.9%)	281 (8.7%)	91 (2.8%)	251 (7.7%)	3,244 (100.0%)

Appendix B-7: Further Education Since Graduation
(Programs, Courses, Workshops, Seminars, Correspondence, Tutorials)

	Have Taken	Have Not Taken	Total
RRU Disabled Graduates	4 (80.0%)	1 (20.0%)	5 (100.0%)
SFU Disabled Graduates	55 (76.4%)	17 (23.6%)	72 (100.0%)
UBC Disabled Graduates	75 (73.5%)	27 (26.5%)	102 (100.0%)
UNBC Disabled Graduates	7 (100.0%)		7 (100.0%)
UVIC Disabled Graduates	54 (90.0%)	6 (10.0%)	60 (100.0%)
Overall Disabled Graduates	195 (79.3%)	51 (20.7%)	246 (100.0%)
Overall All Graduates	5,870 (79.4%)	1,519 (20.6%)	7,389 (100.0%)

Appendix B-8: Type of Further Education Currently Being Taken

	Undergraduate Degree	Masters Degree	Doctoral Degree	College (Applied) Program Certification	Professional Association Certification	Other	Total
RRU Disabled Graduates							
SFU Disabled Graduates	2 (8.3%)	8 (33.3%)		6 (25.0%)	7 (29.2%)	1 (4.2%)	24 (100.0%)
UBC Disabled Graduates	7 (24.1%)	12 (41.4%)	1 (3.4%)		7 (24.1%)	2 (6.9%)	29 (100.0%)
UNBC Disabled Graduates							
UVIC Disabled Graduates	6 (25.0%)	11 (45.8%)	1 (4.2%)	2 (8.3%)	1 (4.2%)	3 (12.5%)	24 (100.0%)
Overall Disabled Graduates	15 (19.5%)	31 (40.3%)	2 (2.6%)	8 (10.4%)	15 (19.5%)	6 (7.8%)	77 (100.0%)
Overall All Graduates	524 (22.2%)	802 (34.0%)	202 (8.6%)	259 (11.0%)	411 (17.4%)	162 (6.9%)	2,360 (100.0%)

Appendix B-9: Currently Working at Paid Job or Business

	Yes	No	Total
RRU Disabled Graduates	5 (100.0%)		5 (100.0%)
SFU Disabled Graduates	49 (68.1%)	23 (31.9%)	72 (100.0%)
UBC Disabled Graduates	80 (78.4%)	22 (21.6%)	102 (100.0%)
UNBC Disabled Graduates	2 (28.6%)	5 (71.4%)	7 (100.0%)
UVIC Disabled Graduates	45 (75.0%)	15 (25.0%)	60 (100.0%)
Overall Disabled Graduates	181 (73.6%)	65 (26.4%)	246 (100.0%)
Overall All Graduates	5,923 (80.3%)	1,457 (19.7%)	7,380 (100.0%)

Appendix B-10: Paid Worker or Self-Employed

	Paid Worker	Self-Employed	Both	Total
RRU Disabled Graduates	2 (40.0%)	3 (60.0%)		5 (100.0%)
SFU Disabled Graduates	38 (77.6%)	10 (20.4%)	1 (2.0%)	49 (100.0%)
UBC Disabled Graduates	65 (81.3%)	6 (7.5%)	9 (11.3%)	80 (100.0%)
UNBC Disabled Graduates	2 (100.0%)			2 (100.0%)
UVIC Disabled Graduates	35 (77.8%)	7 (15.6%)	3 (6.7%)	45 (100.0%)
Overall Disabled Graduates	142 (78.5%)	26 (14.4%)	13 (7.2%)	181 (100.0%)
Overall All Graduates	5,379 (90.8%)	321 (5.4%)	223 (3.8%)	5,923 (100.0%)

Appendix B-11: Relatedness of Main Job to Degree Program

	Not At All Related	Not Very Related	Somewhat Related	Very Related	Total
RRU Disabled Graduates	1 (20.0%)		4 (80.0%)		5 (100.0%)
SFU Disabled Graduates	5 (10.2%)	3 (6.1%)	17 (34.7%)	24 (49.0%)	49 (100.0%)
UBC Disabled Graduates	22 (27.5%)	9 (11.3%)	18 (22.5%)	31 (38.8%)	80 (100.0%)
UNBC Disabled Graduates		1 (50.0%)		1 (50.0%)	2 (100.0%)
UVIC Disabled Graduates	5 (11.1%)	4 (8.9%)	16 (35.6%)	20 (44.4%)	45 (100.0%)
Overall Disabled Graduates	33 (18.2%)	17 (9.4%)	55 (30.4%)	76 (42.0%)	181 (100.0%)
Overall All Graduates	993 (16.8%)	643 (10.9%)	1,564 (26.4%)	2,721 (46.0%)	5,921 (100.0%)

Appendix B-12: Usefulness of Knowledge, Skills and Abilities Acquired During Education in Work

	Not At All Useful	Not Very Useful	Somewhat Useful	Very Useful	Total
RRU Disabled Graduates		1 (20.0%)	1 (20.0%)	3 (60.0%)	5 (100.0%)
SFU Disabled Graduates		4 (8.2%)	23 (46.9%)	22 (44.9%)	49 (100.0%)
UBC Disabled Graduates	2 (2.5%)	8 (10.0%)	37 (46.3%)	33 (41.3%)	80 (100.0%)
UNBC Disabled Graduates	1 (50.0%)			1 (50.0%)	2 (100.0%)
UVIC Disabled Graduates	1 (2.2%)	9 (20.0%)	13 (28.9%)	22 (48.9%)	45 (100.0%)
Overall Disabled Graduates	4 (2.2%)	22 (12.2%)	74 (40.9%)	81 (44.8%)	181 (100.0%)
Overall All Graduates	175 (3.0%)	533 (9.0%)	2,728 (46.2%)	2,474 (41.9%)	5,910 (100.0%)

Appendix B-13: Usefulness of Knowledge, Skills and Abilities Acquired During Education in Day-To-Day Life

	Not At All Useful	Not Very Useful	Somewhat Useful	Very Useful	Total
RRU Disabled Graduates			2 (40.0%)	3 (60.0%)	5 (100.0%)
SFU Disabled Graduates	2 (4.1%)	7 (14.3%)	21 (42.9%)	19 (38.8%)	49 (100.0%)
UBC Disabled Graduates	3 (3.8%)	13 (16.3%)	40 (50.0%)	24 (30.0%)	80 (100.0%)
UNBC Disabled Graduates	1 (50.0%)		1 (50.0%)		2 (100.0%)
UVIC Disabled Graduates	2 (4.5%)	7 (15.9%)	18 (40.9%)	17 (38.6%)	44 (100.0%)
Overall Disabled Graduates	8 (4.4%)	27 (15.0%)	82 (45.6%)	63 (35.0%)	180 (100.0%)
Overall All Graduates	145 (2.5%)	792 (13.4%)	3,290 (55.7%)	1,683 (28.5%)	5,910 (100.0%)

Appendix B-14: Primary Reason Graduate Not Currently Employed

	RRU Disabled Graduates	SFU Disabled Graduates	UBC Disabled Graduates	UNBC Disabled Graduates	UVIC Disabled Graduates	Overall Disabled Graduates	Overall All Graduates
Permanent Unemployed (Illness or Disability)		3 (13.0%)	5 (22.7%)		3 (20.0%)	11 (16.9%)	19 (1.3%)
Temporary Layoff			1 (4.5%)	2 (40.0%)		3 (4.6%)	67 (4.6%)
Casual PT Worker			1 (4.5%)			1 (1.5%)	3 (0.2%)
Lost or Quit Job		3 (13.0%)	1 (4.5%)			4 (6.2%)	76 (5.2%)
Can't Find Work/ Lack of Opps.		1 (4.3%)	3 (13.6%)	1 (20.0%)	1 (6.7%)	6 (9.2%)	123 (8.4%)
Going to School Full-Time		7 (30.4%)	5 (22.7%)		6 (40.0%)	18 (27.7%)	794 (54.5%)
Caring for Children Full-Time			1 (4.5%)			1 (1.5%)	50 (3.4%)
Going to School Part-Time			3 (13.6%)			3 (4.6%)	34 (2.3%)
Other Personal/ Family Responsibility		1 (4.3%)	2 (9.1%)		1 (6.7%)	4 (6.2%)	33 (2.3%)
Personal Preference							25 (1.7%)
Retired							11 (0.8%)
On Leave of Absence from Job					1 (6.7%)	1 (1.5%)	27 (1.9%)
Lack Skills for Job Wanted		2 (8.7%)			1 (6.7%)	3 (4.6%)	25 (1.7%)
Other		5 (21.7%)		1 (20.0%)	2 (13.3%)	8 (12.3%)	92 (6.3%)
Just Finished School							32 (2.2%)
Recently Returned to Canada		1 (4.3%)				1 (1.5%)	42 (2.9%)
Awaiting Work Visa				1 (20.0%)		1 (1.5%)	2 (0.1%)
Don't Know/Refused							2 (0.1%)
Total		23 (100.0%)	22 (100.0%)	5 (100.0%)	15 (100.0%)	65 (100.0%)	1,457 (100.0%)

Appendix B-15: Unemployment Rate

	SFU Disabled Graduates	UBC Disabled Graduates	UNBC Disabled Graduates	UVIC Disabled Graduates	Overall Disabled Graduates	Overall All Graduates
(A) Working	50	81	2	46	184	6,018
(B) Not Working But Looking	7	6	3	5	21	373
(C) Not Working And Not Looking	15	15	2	9	41	989
B/(A+B) = Unemployment Rate	12.3%	6.9%	60.0%	9.8%	10.2%	5.8%

Appendix B-16: Primary Source of Funding During Bachelors Degree

	Personal Savings	Employ -ment	Family/ Friends	Bank Loans	Student Loans	Scholar-ships/ Bursaries	First Nations Funding	Co-op. Edu-cation	Other	Total
RRU Disabled Graduates	1 (20.0%)	1 (20.0%)			3 (60.0%)					5 (100.0%)
SFU Disabled Graduates	9 (12.7%)	14 (19.7%)	12 (16.9%)		21 (29.6%)	11 (15.5%)		1 (1.4%)	3 (4.2%)	71 (100.0%)
UBC Disabled Graduates	12 (11.9%)	15 (14.9%)	27 (26.7%)	1 (1.0%)	33 (32.7%)	8 (7.9%)	2 (2.0%)		3 (3.0%)	101 (100.0%)
UNBC Disabled Graduates	1 (14.3%)	2 (28.6%)	1 (14.3%)		3 (42.9%)					7 (100.0%)
UVIC Disabled Graduates	6 (10.2%)	10 (16.9%)	10 (16.9%)	2 (3.4%)	25 (42.4%)	1 (1.7%)	1 (1.7%)		4 (6.8%)	59 (100.0%)
Overall Disabled Graduates	29 (11.9%)	42 (17.3%)	50 (20.6%)	3 (1.2%)	85 (35.0%)	20 (8.2%)	3 (1.2%)	1 (0.4%)	10 (4.1%)	243 (100.0%)
Overall All Graduates	668 (9.1%)	1,910 (25.9%)	1,878 (25.5%)	70 (1.0%)	2041 (27.7%)	473 (6.4%)	61 (0.8%)	172 (2.3%)	88 (1.2%)	7,361 (100.0%)

Appendix B-17: Financial Debt Incurred to Pay for Bachelors Degree

	$0	$1-4,999	$5,000-9,999	$10,000-14.999	$15,000-19,999	$20,000-24,999	$25,000-29,999	$30,000-34,999	$35,000-39,999	$40,000+	Total
RRU Disabled Graduates	2 (40.0%)				1 (20.0%)	1 (20.0%)			1 (20.0%)		5 (100.0%)
SFU Disabled Graduates	38 (55.1%)	2 (2.9%)	4 (5.8%)	3 (4.3%)	1 (1.4%)	8 (11.6%)		3 (4.3%)	1 (1.4%)	9 (13.0%)	69 (100.0%)
UBC Disabled Graduates	49 (50.0%)	7 (7.1%)	7 (7.1%)	8 (8.2%)	6 (6.1%)	5 (5.1%)	3 (3.1%)	3 (3.1%)	2 (2.0%)	8 (8.2%)	98 (100.0%)
UNBC Disabled Graduates	3 (42.9%)		1 (14.3%)							3 (42.9%)	7 (100.0%)
UVIC Disabled Graduates	20 (35.7%)	1 (1.8%)	2 (3.6%)	5 (8.9%)	8 (14.3%)	4 (7.1%)	5 (8.9%)	3 (5.4%)	1 (1.8%)	7 (12.5%)	56 (100.0%)
Overall Disabled Graduates	112 (47.7%)	10 (4.3%)	14 (6.0%)	16 (6.8%)	16 (6.8%)	18 (7.7%)	8 (3.4%)	9 (3.8%)	5 (2.1%)	27 (11.5%)	235 (100.0%)
Overall All Graduates	3,819 (53.2%)	311 (4.3%)	560 (7.8%)	603 (8.4%)	440 (6.1%)	397 (5.5%)	283 (3.9%)	288 (4.0%)	134 (1.9%)	349 (4.9%)	7,184 (100.0%)

Appendix B-18: Income

	$0 - $19,999	$20,000 - $39,999	$40,000 - $59,999	$60,000 - $79,999	$80,000 - $99,999	$100,000+	Total
RRU Disabled Graduates	2 (40.0%)	1 (20.0%)	1 (20.0%)	1 (20.0%)			5 (100.0%)
SFU Disabled Graduates	8 (18.2%)	21 (47.7%)	6 (13.6%)	7 (15.9%)	1 (2.3%)	1 (2.3%)	44 (100.0%)
UBC Disabled Graduates	14 (18.7%)	30 (40.0%)	21 (28.0%)	9 (12.0%)		1 (1.3%)	75 (100.0%)
UNBC Disabled Graduates		1 (50.0%)		1 (50.0%)			2 (100.0%)
UVIC Disabled Graduates	10 (24.4%)	19 (46.3%)	9 (22.0%)	2 (4.9%)		1 (2.4%)	41 (100.0%)
Overall Disabled Graduates	34 (20.4%)	72 (43.1%)	37 (22.2%)	20 (12.0%)	1 (0.6%)	3 (1.8%)	167 (100.0%)
Overall All Graduates	804 (14.5%)	2,223 (40.1%)	1,782 (32.2%)	506 (9.1%)	124 (2.2%)	101 (1.8%)	5,540 (100.0%)

Appendix B-19: Skill Level

	Management	Professional Occupations	Technical, Paraprofessional & Skilled Occupations	Intermediate Occupations	Labouring & Elemental Occupations	Total
RRU Disabled Graduates		2 (40.0%)	1 (20.0%)	1 (20.0%)	1 (20.0%)	5 (100.0%)
SFU Disabled Graduates	1 (2.1%)	32 (66.7%)	7 (14.6%)	7 (14.6%)	1 (2.1%)	48 (100.0%)
UBC Disabled Graduates	1 (1.3%)	50 (64.9%)	12 (15.6%)	12 (15.6%)	2 (2.6%)	77 (100.0%)
UNBC Disabled Graduates		1 (50.0%)	1 (50.0%)			2 (100.0%)
UVIC Disabled Graduates	2 (4.5%)	28 (63.6%)	4 (9.1%)	7 (15.9%)	3 (6.8%)	44 (100.0%)
Overall Disabled Graduates	4 (2.3%)	113 (64.2%)	25 (14.2%)	27 (15.3%)	7 (4.0%)	176 (100.0%)
Overall All Graduates	162 (2.8%)	3,652 (63.6%)	1,080 (18.8%)	778 (13.6%)	66 (1.2%)	5,738 (100.0%)

Appendix B-20: Skill Type

	Management	Business, Finance & Administrative	Health	Natural & Applied Sciences & Related	Social Science, Education & Govt Services	Art, Culture, Recreation & Sport	Trades, Transport & Equipment Operators	Sales and Service	Primary Industry	Processing, Manufacturing & Utilities	Total
RRU Disabled Graduates		1 (20.0%)		2 (40.0%)				2 (40.0%)			5 (100.0%)
SFU Disabled Graduates	1 (2.1%)	8 (16.7%)		6 (12.5%)	23 (47.9%)	6 (12.5%)		4 (8.3%)			48 (100.0%)
UBC Disabled Graduates		15 (19.5%)	10 (13.0%)	9 (11.7%)	31 (40.3%)	4 (5.2%)	1 (1.3%)	6 (7.8%)		1 (1.3%)	77 (100.0%)
UNBC Disabled Graduates			1 (50.0%)	1 (50.0%)							2 (100.0%)
UVIC Disabled Graduates		5 (11.4%)	4 (9.1%)	5 (11.4%)	15 (34.1%)	7 (15.9%)		7 (15.9%)	1 (2.3%)		44 (100.0%)
Overall Disabled Graduates	1 (0.6%)	29 (16.5%)	15 (8.5%)	23 (13.1%)	69 (39.2%)	17 (9.7%)	1 (0.6%)	19 (10.8%)	1 (0.6%)	1 (0.6%)	176 (100.0%)
Overall All Graduates	6 (0.1%)	1,080 (18.8%)	410 (7.1%)	925 (16.1%)	2,393 (41.7%)	261 (4.5%)	54 (0.9%)	572 (10.0%)	19 (0.3%)	18 (0.3%)	5,738 (100.0%)

Appendix B-21: Gender of Graduates

	Female	Male	Total
RRU Disabled Graduates	2 (40.0%)	3 (60.0%)	5 (100.0%)
SFU Disabled Graduates	50 (69.4%)	22 (30.6%)	72 (100.0%)
UBC Disabled Graduates	63 (61.8%)	39 (38.2%)	102 (100.0%)
UNBC Disabled Graduates	3 (42.9%)	4 (57.1%)	7 (100.0%)
UVIC Disabled Graduates	42 (70.0%)	18 (30.0%)	60 (100.0%)
Overall Disabled Graduates	160 (65.0%)	86 (35.0%)	246 (100.0%)
Overall All Graduates	4,496 (60.9%)	2,890 (39.1%)	7,386 (100.0%)

Appendix B-22: Age Range of Graduates

	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55+	Total
RRU Disabled Graduates		1 (20.0%)	1 (20.0%)	1 (20.0%)	1 (20.0%)		1 (20.0%)		5 (100.0%)
SFU Disabled Graduates	3 (4.2%)	40 (55.6%)	12 (16.7%)	4 (5.6%)	3 (4.2%)	8 (11.1%)	1 (1.4%)	1 (1.4%)	72 (100.0%)
UBC Disabled Graduates	13 (13.5%)	43 (44.8%)	12 (12.5%)	6 (6.3%)	10 (10.4%)	7 (7.3%)	2 (2.1%)	3 (3.1%)	96 (100.0%)
UNBC Disabled Graduates		3 (42.9%)	2 (28.6%)			1 (14.3%)	1 (14.3%)		7 (100.0%)
UVIC Disabled Graduates	3 (5.0%)	22 (36.7%)	12 (20.0%)	2 (3.3%)	8 (13.3%)	7 (11.7%)	4 (6.7%)	2 (3.3%)	60 (100.0%)
Overall Disabled Graduates	19 (7.9%)	109 (45.4%)	39 (16.3%)	13 (5.4%)	22 (9.2%)	23 (9.6%)	9 (3.8%)	6 (2.5%)	240 (100.0%)
Overall All Graduates	751 (10.4%)	4,642 (64.4%)	925 (12.8%)	310 (4.3%)	205 (2.8%)	197 (2.7%)	114 (1.6%)	59 (0.8%)	7,203 (100.0%)

Appendix B-23: Academic Program Completed

	RRU Disabled Graduates	SFU Disabled Graduates	UBC Disabled Graduates	UNBC Disabled Graduates	UVIC Disabled Graduates	Overall Disabled Graduates	Overall All Graduates
Fine and Performing Arts		5 (6.9%)	7 (6.9%)		7 (11.7%)	19 (17.7%)	232 (3.1%)
Computing Science		2 (2.8%)	3 (2.9%)		1 (1.7%)	6 (2.4%)	259 (3.5%)
Engineering			6 (5.9%)		1 (1.7%)	7 (2.8%)	330 (4.5%)
Education		8 (11.1%)	16 (5.7%)		6 (10.0%)	30 (12.2%)	1,032 (14.0%)
Law					1 (1.7%)	1 (0.4%)	163 (2.2%)
Health Professions			13 (12.7%)	1 (14.3%)	7 (11.7%)	21 (8.5%)	377 (5.1%)
Health, Fitness, & Kinesiology		4 (5.6%)	4 (3.9%)		1 (1.7%)	9 (3.7%)	231 (3.1%)
Business	3 (60.0%)	7 (9.7%)	4 (3.9%)	1 (14.3%)	2 (3.3%)	17 (16.9%)	662 (9.0%)
Natural Resources	2 (40.0%)		1 (1.0%)	2 (28.6%)		5 (2.0%)	267 (3.6%)
Social Sciences		19 (26.4%)	20 (19.6%)	2 (28.6%)	20 (33.3%)	61 (24.8%)	1,995 (27.0%)
Humanities		22 (30.6%)	17 (16.7%)		9 (15.0%)	48 (19.5%)	861 (11.7%)
Life Sciences		4 (5.6%)	9 (8.8%)		4 (6.7%)	17 (6.9%)	742 (10.0%)
Physical Sciences		1 (1.4%)	2 (2.0%)	1 (14.3%)	1 (1.7%)	5 (2.0%)	238 (3.2%)
Total	5 (100.0%)	72 (100.0%)	102 (100.0%)	7 (100.0%)	60 (100.0%)	246 (100.0%)	7,389 (100.0%)

Appendix B-24: Graduates Current Residence

	Lower Mainland/ Southwest	Southern Interior	Vancouver Island	Northern BC	Other Canadian Provinces	United States	Total
RRU Disabled Graduates	2 (40.0%)		2 (40.0%)		1 (20.0%)		5 (100.0%)
SFU Disabled Graduates	64 (88.9%)		1 (1.4%)	1 (1.4%)	5 (6.9%)	1 (1.4%)	72 (100.0%)
UBC Disabled Graduates	82 (80.4%)	3 (2.9%)	3 (2.9%)		13 (12.7%)	1 (1.0%)	102 (100.0%)
UNBC Disabled Graduates	1 (16.7%)	1 (16.7%)		2 (33.3%)	2 (33.3%)		6 (100.0%)
UVIC Disabled Graduates	17 (28.3%)	2 (3.3%)	34 (56.7%)	2 (3.3%)	5 (8.3%)		60 (100.0%)
Overall Disabled Graduates	166 (67.8%)	6 (2.4%)	40 (16.3%)	5 (2.0%)	26 (10.6%)	2 (0.8%)	245 (100.0%)
Overall All Graduates	4,828 (65.8%)	329 (4.5%)	975 (13.3%)	378 (5.2%)	703 (9.6%)	123 (1.7%)	7,336 (100.0%)

Appendix B-25: University Attended

	Royal Roads University	Simon Fraser University	University of British Columbia	University of Northern British Columbia	University of Victoria	Total
Overall Disabled Graduates	1 (0.6%)	45 (26.5%)	49 (28.8%)	22 (12.9%)	53 (31.2%)	170 (100.0%)

For More Information

This report and others based
on the BC University Baccalaureate Graduate Surveys
are available on the internet from
The University Presidents' Council of BC
http://www.tupc.bc.ca